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ABSTRACT

This manual is the second in a series of Alcohol and Alcohol Safety Curriculum Manuals for use by primary and secondary school teachers and curriculum developers. It is geared to the junior high level, grades seven through nine. The objective of the manual is to promote responsible decisions about alcohol use that leads to responsible behaviors with regard to alcohol use. Emphasis has been placed on driver and pedestrian safety, since drinking alcohol often begins in junior high school at the same time as students begin to anxiously await getting their driver's permit or license. The manual can be used in a number of ways: teachers and school departments can use the manual to develop their own curriculum outlines; schools, state departments of education, and health agencies can use the manual to conduct community workshops; the manual can be adapted to treat specific alcohol topics in depth. The collection of over 200 detailed classroom activities for grades seven through nine are designed to achieve a variety of objectives. For other documents in this series see ED 072382 and ED 072 383. (Author/SES)

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volume I of II

ALCOHOL AND ALCOHOL SAFETY

A CURRICULUM MANUAL
FOR JUNIOR HIGH LEVEL

U.S. DEPARTMENT OF HEALTH,
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**ALCOHOL
AND
ALCOHOL SAFETY**

**A CURRICULUM MANUAL
FOR JUNIOR HIGH LEVEL**

VOLUME I of II

authors:
**Peter Finn
Judith Platt**

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and
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September, 1972**

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Peter Finn
Judith Platt

PREFACE

This Manual is the second in a series of Alcohol and Alcohol Safety Curriculum Manuals for use by primary and secondary school teachers and curriculum developers. The first one deals with the elementary level (K-6) and the third with the senior high level (10-12). This Manual is geared to the junior high level (7-9), and while it logically follows implementation of the elementary Manual and precedes utilization of the senior high one, it nonetheless is a self-contained unit that can be implemented independently. The objective of the Manual is to promote responsible decisions about alcohol use that lead to responsible behaviors with regard to alcohol use.* Emphasis has been placed on driver and pedestrian safety in recognition of the fact that drinking alcohol often begins in junior high school at the same time as students begin to anxiously await getting their driver's permit or license.

This Manual can be utilized in at least three different ways. First, individual high school teachers and school departments can develop their own tailor-made curriculum outlines by applying the curriculum development process to the Curriculum Index and the Activities provided in the Manual. Normally, curriculum is taken in toto from some outside source, such as a textbook, a university or a curriculum development company, and then used directly by the teacher in his classes. This Manual enables teachers to develop their own curriculum outlines, and thereby facilitates the tailoring of a curriculum more specifically to the needs of a particular classroom, teacher, school and community. It is suggested that teachers be given released time or offered summer workshops in which to devote their full efforts to this crucial process.

The second and highly recommended way of using this Manual is for schools, state departments of education, health agencies or private education companies to conduct community workshops. These workshops should consist of teachers, parents, students and administrators, representing all grade levels, as well as state alcoholism agency officials and community representatives, all of whom would work together to develop

*Throughout this Manual, abstention, when freely chosen and constructively pursued, is considered to be one responsible decision about and behavior regarding alcohol use.

curricula to suit their community's particular needs. Workshops add unique elements to the curriculum development process by:

- Assuring administrators' understanding and support of future alcohol education;
- Improving curricula through the infusion of student, parent, and administrator suggestions and viewpoints;
- Increasing community understanding of, involvement in, and support for alcohol education in the schools; and
- Facilitating coordination between elementary, junior and senior high grade levels within a school system.

Alcohol and alcohol safety education, in the final analysis, is a community problem that can be solved best by a community-wide effort. Any curriculum development program that involves community participation stands a better chance of success than an isolated school effort by producing a more relevant curriculum and by increasing community understanding of, and support for, the curriculum.

Thirdly, it is important to note that this Manual can be adapted, whether by individual teachers and departments or by community workshops, to treat specific alcohol topics in depth. In particular, alcohol-traffic safety is a problem of major national significance which needs to be dealt with in most schools in some detail. This Manual has been designed to provide high school teachers, school departments and workshops with all the traffic safety and related alcohol education objectives and classroom Activities,* necessary to develop a comprehensive curriculum designed to promote responsible use of alcohol vis-a-vis traffic and pedestrian safety. In addition, a complete seven-week Curriculum Outline on traffic safety has been included, part or all of which teachers can directly implement in their classes.

However, the study of responsible alcohol use vis-a-vis traffic safety should involve consideration of several alcohol areas, including physical and behavioral effects, peer group pressure to drink, problem drinking, and law enforcement. All are integrally related. In fact,

* Whenever Activities provided by this Manual are referred to, the term is capitalized.

meaningful learning about any one major alcohol area involves studying the other areas as well. While a teacher may want to focus primarily on one particular alcohol topic that best meets his students', his own, and/or his community's concerns, attention devoted to the other areas would prove profitable.

A thorough way to deal with student and teacher concerns about alcohol is to address them at several different grade levels. Student concerns about alcohol often begin at an early age. Schools should respond early to these concerns before they evolve into serious problems. In addition, teaching that is repeated at different grade levels reinforce learning.

Responsible use of alcohol is also most effectively promoted when it is treated in a coordinated fashion in several subject areas simultaneously or consecutively. This method reinforces learning and emphasizes that alcohol issues are interdisciplinary. Furthermore, it encourages students to view and attempt to cope with alcohol issues from several diverse perspectives. This kind of coordination is most feasible at the elementary level, where individual teachers are usually responsible for teaching more than one subject. However, at the junior high level, teachers in two or more subject areas can coordinate their efforts and institute an integrated alcohol and alcohol safety curriculum. To this end, the curriculum materials in this Manual are designed to promote responsible alcohol use through a variety of courses, such as social studies, health, English, science, art, driver education and traffic safety, and other established courses. A Cross Reference on pages 260 - 268, in the Resources section can be used to facilitate this process of coordination.

Finally, no matter how the curriculum is developed or employed, the ultimate objective of alcohol and alcohol safety education is to influence present and future behavior -- that is, to promote responsible actions regarding alcohol use. The specific behaviors agreed upon by teachers, communities, state and national agencies (with traffic safety behaviors italicized to emphasize their importance) that alcohol education should strive to produce are that:

A. Students act responsibly in their personal behavior by:

1. Abstaining and/or drinking responsibly so as not to adversely affect their:
 - physical health
 - mental health
 - family life
 - employment
 - freedom
2. *Abstaining and/or drinking responsibly when planning to drive, or not driving when driving ability has been impaired due to alcohol use;*
3. *Not riding with drivers whose driving ability has been impaired due to alcohol use;*
4. Not performing other potentially dangerous tasks when performance ability has been impaired by alcohol use;
5. Not drinking denatured or methyl alcohol;
6. Not being influenced by false advertising claims;
7. Seeking help if they are problem drinkers; and

B. Students act responsibly in their social behavior by:

8. Abstaining and/or drinking responsibly so as not to affect adversely the physical and mental health, the family life, the employment, or the freedom of others;
9. *Abstaining and/or drinking responsibly when planning to drive, or not driving when driving ability has been impaired due to alcohol use;*
10. *Discouraging others from driving if their driving ability has been impaired due to alcohol use;*
11. *Discouraging others from riding as passengers with a driver whose driving ability has been impaired due to alcohol use;*
12. Not performing other potentially dangerous tasks when performance ability has been impaired due to alcohol use and encouraging others to do the same;
13. Discouraging others from being influenced by false advertising claims;
14. Discouraging others from drinking denatured or methyl alcohol;
15. Not making irresponsible drinking a socially attractive phenomenon for youth;

16. Not buying alcohol for illegal distribution to minors and encouraging others to do the same; and
17. Identifying and then getting help for the problem drinker through personal and political action.

CONTENTS

	<u>Page</u>
I. INTRODUCTION	3
A. Description of Contents	4
B. The Concern-Centered Approach	7
II. INSTRUCTIONS	11
Introduction	12
A. Curriculum Index	13
B. The Curriculum Development Process	40
1. Determine Student and Teacher Concerns	41
2. Select Objectives to Meet Concerns	44
3. Select and Order Activities	45
C. Curriculum Development Example	50
D. Traffic Safety Curriculum Outline	62
III. RESOURCES	72
A. Flow of K-12 Student Concerns	73
B. Handling Problems	76
1. Class Arrangement Problems	77
2. Student Problems	77
3. Administration Problems	78
4. Teaching Issues	79
C. Teaching Methods	85
Art	87
Audiovisual	89
Debates	92
Discussions	94
Drama	100
Field Trips	108
Independent Study	111
Interviews	113
Lectures	115
Polls	116
Reading	120
Research	121
Science	124
Teaching Peers	125
Writing	127

	<u>Page</u>
D. Content Literature	129
Introduction	130
Glossary	131
Myths	134
History	138
Industry	151
Physical Effects	164
Behavioral Effects	171
Comparative Ethnic Patterns	180
American Drinking Practices	189
Teenage Drinking	196
Problem Drinking and Alcoholism	211
Safety	238
Laws	252
E. References	259
1. Cross References	260
a. Subject Area Cross Reference	261
b. Detailed Activity Topic Index	270
2. Bibliography	271
a. Curriculum Materials and Sources	272
b. Curriculum Manuals	273
c. Content Literature	275
d. Classroom Materials	277
1. nonfiction	277
ii. fiction	279
iii. audiovisual	281
e. General Resources	283
3. Index	285

INTRODUCTION

A. DESCRIPTION OF CONTENTS

In order to have widespread applicability and effectiveness, an alcohol and alcohol safety curriculum manual must be flexible enough to cope with a number of variables, including different:

- student concerns about alcohol;
- student resources;
- teacher and community concerns;
- teaching styles;
- grade levels and subject areas;
- time constraints; and
- school policies and practices.

To accommodate these variables, the Activities in this Manual are presented in the form of a "cookbook," that is, a collection of over 200 detailed classroom Activities for grades seven through nine, designed to achieve a variety of objectives. These Activities cover all major areas of alcohol and alcohol safety and incorporate many different concerns, teaching methods and evaluations. To achieve maximum adaptability and effectiveness, teachers themselves need to be able to determine their own objectives and select appropriate classroom Activities, thus developing their own coherent curriculum. A good hostess, when planning her menu, decides what courses she will include and then consults her cookbook and selects those recipes that meet nutritional needs, are appropriate for her family and guests, and suit her cooking capabilities. Likewise, a teacher or curriculum developer will determine his objectives and then use this "cookbook" to select and order into a curriculum outline those classroom Activities which will achieve specific student, teacher and community objectives, will be appropriate to specific student resources, and will accommodate desired teaching styles and time limits.

In addition to the adaptability afforded by the variety of objectives and Activities, this curriculum Manual provides comprehensive explanations and instructions for implementing them in the form of a curriculum development process.

The Manual also contains a completed Traffic Safety Curriculum Outline that teachers can directly implement in their classes with no further development effort.

The Manual is divided into an instructional handbook and a looseleaf collection of learning Activities. The Activities have been punched and are ready for insertion into a three-ring notebook for convenient use.

The instructional handbook consists of three sections: INTRODUCTION, INSTRUCTIONS, and RESOURCES. A summary of the handbook follows.

I. INTRODUCTION

- A. Description of Contents. This section describes the layout of the Manual and gives a summary of its contents (pp. 4-6).
- B. Concern-Centered Approach. This section presents the rationale for a Concern-Centered Approach to alcohol education. This approach emphasizes using student concerns as the starting point for curriculum development (pp. 7-10).

II. INSTRUCTIONS

- A. Curriculum Index. This is a table of contents of Activities appropriate to junior high concerns, organized according to the objective which they are designed to achieve (pp. 13-39)
- B. The Curriculum Development Process. This section describes how teachers can easily develop from the Curriculum Index their own alcohol curricula; by determining student, community, and teacher concerns, determining objectives, and selecting and ordering Activities that will achieve these objectives (pp. 40-49)
- C. Curriculum Development Example. This demonstrates how a teacher can develop his own curriculum by taking a hypothetical eighth grade class and by developing step-by-step an alcohol-traffic safety curriculum for that class (pp. 50-61).
- D. Traffic Safety Curriculum Outline. This is a seven-week curriculum that serves as an example of what teachers can expect their own curriculum outlines to look like when completed. It is also a curriculum that teachers who choose not to develop their own may directly implement in their classes for teaching traffic safety (pp. 62-71).

III. RESOURCES

- A. Flow of K-12 Student Concerns. This section indicates the progression of common student concerns about alcohol from grades K through 12 (pp. 73-75)
- B. Handling Problems. This resource offers teachers suggestions on how to handle certain problems (parent complaints, classroom noise, etc.) that may arise in the teaching of an alcohol curriculum (pp. 76-84)
- C. Teaching Methods. This comprehensive resource explains how to employ various teaching methods and media included in the Activities, and the special applications of each to an alcohol curriculum (pp. 85-128).
- D. Content Literature. This resource provides teachers with both a reference from which to learn or to review factual information about alcohol and a guide for determining what content information students can be expected to learn (pp. 129-258).
- E. References.
 - 1. Cross References. These are references which enable the teacher to select Activities by subject area or by Activity topic (pp. 260-270)
 - 2. Bibliography. This includes an annotated list of alcohol education resources, content readings for teachers, and a list of classroom audio-visual and written materials (pp. 271-284).
 - 3. Index. This is a detailed index for the entire Manual (pp. 285-289).

B. THE CONCERN-CENTERED APPROACH*

More people are directly or indirectly affected by alcohol-related problems than by any other single health problem. It is the nation's number one drug problem, although more publicity has recently been given to the abuse of narcotics, barbiturates, amphetamines and hallucinogens. It is estimated that there are between five and ten million alcoholics in the United States and that the typical alcoholic seriously affects the lives of four other people. More than sixteen thousand traffic fatalities each year involve problem drinkers,** or over forty deaths every day. Alcohol is a problem for many of the nation's 80 million social drinkers as well. Eight thousand people are killed on the highways every year by social drinkers who, though legally sober, were driving with dulled reflexes. And many social drinkers are troubled by feeling compelled to drink when they would rather not. Even abstainers face alcohol problems in the form of social ridicule or ostracism.

These problems are not by any means confined to adults. Most Americans have their first drink by the time they are thirteen years old, and two thirds of the population over fifteen drink at least occasionally. This means that many adolescents too must cope with drinking problems. Adolescence is the time when most people are faced with the decision of whether or not to drink and confronted with all of the consequent feelings and behaviors which accompany use, non-use, and abuse of alcohol. In particular, this is also the age at which most teenagers begin to drive, necessitating decisions about how they will relate their newly established drinking behavior to their recently acquired driving opportunities. Some teenagers become serious problem drinkers during their high school years. Furthermore, many young children, as well as teenagers, have to cope with problem drinkers in their families. In short, youngsters are concerned

* Much of the impetus for this Concern-Centered Approach is derived from Gerald Weinstein and Mario D. Fantini's Toward a Humanistic Education - A Curriculum of Affect, Praeger (New York: 1970).

** A problem drinker is someone whose use of alcohol creates problems for himself and/or others. Unlike the alcoholic, who is a specific type of problem drinker, he may or may not be addicted. A social drinker normally drinks with other people and his drinking usually does not create personal problems.

about many alcohol issues.

A concern is a feeling of uneasiness about some unresolved aspect of life. Concerns involve feelings and some sort of personal tie with the object of one's concern. They differ in this respect from interests.* A man may be interested in the problem of alcoholism in the Soviet Union but he is concerned about his wife who is an alcoholic. A student may be interested in hearing his friend describe what it felt like to get drunk, but what may really concern him is that he felt "chicken" for not having gotten drunk himself. An interest is a surface involvement, a concern goes deeper. It involves a feeling of apprehension and some sort of personal relationship with the object of the concern.**

Teachers can profit greatly by addressing themselves to student concerns. These concerns provide the most effective stimulus for learning. People learn best when the topic of study is one which is of concern to them, for personal feelings are involved rather than simply a detached intellectual interest. Many teachers are familiar with how quickly and profoundly students learn skills and behaviors when the learning is related to their personal lives, whether it is automobile operation in driver education or play strategies in football. There is no better incentive for learning skills, information and behavior than the intense motivation that a concern produces.

The ultimate objective of an alcohol curriculum is not simply or primarily to impart knowledge but to develop decision-making skills that result in present and future responsible drinking and abstention behavior, such as not drinking irresponsibly when one will be driving. Neither the presentation of facts nor the motivation of tests by themselves will accomplish this. Motivation provided by student concerns about alcohol issues can.

Therefore, to implement an effective alcohol curriculum, a teacher must first determine his students' concerns and then select those Activities,

* Toward a Humanistic Education, A Curriculum of Affect, Gerald Weinstein and Mario D. Fantini, Praeger (New York: 1970), p.36

** It is perfectly appropriate and, time permitting, necessary to deal with student interests. However, where priorities must be established, dealing with student concerns comes first.

from the large collection provided, which meet these needs. In other words, the Concern-Centered Approach enables a teacher to create a unique curriculum to meet the specific concerns of his own class. (The Instructions part of this Manual explains how to diagnose student concerns and tailor a curriculum on the basis of that diagnosis.)

A curriculum that is developed on the basis of present student concerns is not necessarily limited to them. In the process of exploring present concerns, students will often develop new concerns which should be treated within the context of the course. In addition to these existing and new concerns, there may still be other issues about which teachers, local communities, and state and national governments feel students should address themselves. For example:

- Teachers may be concerned that students learn not only about what has relevance to them at the moment but also that students study and prepare for what will be important to them in the future, such as drinking and driving.
- The community may be concerned that students come to terms with specific, local alcohol issues, such as local option, public drunkenness, public disturbances, vandalism, littering, or drinking by minors.
- The state and national governments, in particular the Department of Health, Education and Welfare (The National Institute on Alcohol Abuse and Alcoholism) and the Department of Transportation (The National Highway Traffic Safety Administration) are concerned that students develop the attitudes and learn the information necessary to ensure responsible alcohol use and non-use and to ensure traffic and pedestrian safety.

When these other individuals and groups have concerns about alcohol issues which are not already student concerns, the teacher should attempt to stimulate student concern about them by relating them to present student concerns and by clarifying their future relevance to the students' lives.

Education can offer a major approach to preventing alcohol problems if it deals with the feelings and behaviors of students and develops their

decision-making skills. The schools can do little for pupils who are well on the way to becoming problem drinkers, for they need professional help. But schools can help other students deal with their concerns about alcohol, such as whether or not to drink, how to react to a problem drinker, what to do in order to avoid riding with a drunk driver, how to cope with temptations to drive when impaired by alcohol use, and how to resist peer pressures. It is the responsibility of the school to help students develop the ability to cope with these existing or potential problems and to develop responsible drinking habits, because prevention, not remedy, is the best way to eliminate social problems.

INSTRUCTIONS

INTRODUCTION

The CURRICULUM INDEX which follows is a guide to the Activities teachers can use in their classrooms. The CURRICULUM DEVELOPMENT PROCESS explains how to utilize the INDEX most effectively. The CURRICULUM DEVELOPMENT EXAMPLE illustrates this process with a concrete example.

The last section, a TRAFFIC SAFETY CURRICULUM OUTLINE, is an example of what teachers can expect their completed curriculum outlines (lesson plans) to look like. It may also be used directly to achieve alcohol-traffic safety objectives by teachers who do not have the time to develop their own curriculum.

A. CURRICULUM INDEX

CURRICULUM INDEX

The Curriculum Index correlates the following items:

1. The major topics on alcohol corresponding to objectives and the grades in which each may appropriately be taught.
2. Pages in the Content Literature for each topic so that the teacher can review what content learnings correspond to each topic category and what content mastery students should achieve for each objective.
3. The objectives appropriate to a junior high alcohol and alcohol safety curriculum. Student concerns are listed under each objective.
4. A list of Activities, by number and core description, designed to achieve these objectives.

The Curriculum Index is logically sequenced with the elementary and junior high Indices. The Indices are organized on the assumption that there are different concerns and objectives common to each school level. A junior high teacher may find that his students have expressed concerns that the Junior High Index presumes were dealt with in earlier grades or will be dealt with later. In either case a curriculum can easily be developed to fill the needs of these students by including activities provided in the collection (though not listed in the Index) which are designed to meet these additional concerns. These activities can be located in the following topic sections: Safety (safety laws and responsibilities) and, Problem Drinking (background, effects and treatment).

- The Curriculum Index begins with "Concern Discovery" to indicate which Activities are useful for determining student concerns about alcohol. All Activities preceded by an asterisk are good introductory and motivating activities for each objective or topic. Each major topic heading includes an "Evaluations" heading that lists Activities that will help the teacher to discover whether the objectives have been achieved. (In addition, all the other Activities contain evaluation methods of their own, so the teacher can supplement those general Evaluation Activities.)
- The objectives and topics have been arranged according to a rationale explained within the Index. However, there are probably several logical sequences in which they can be ordered and the teacher should arrange them in a way that meets his students' needs. It should also be pointed out that while students can deal best with their concerns about alcohol if they have a foundation of information about alcohol's effects, the best way to achieve a really firm foundation is to begin with the concerns that will motivate students to learn.
- The objectives can be achieved in several subject areas, principally social studies and health education, but also in art and English classes. For a more detailed discussion of subject area considerations, see pages 261-269 in the Cross References.

- Some Activities are useful for achieving more than one objective. Consequently, even though each Activity sheet has only one objective included on it, the core Activity description may appear under more than one objective in the Index. Therefore, the objective listed on the Activity sheet may not always correspond to the objective the Activity is listed under in the Index.
- Junior high teachers may want to spread the study of alcohol over two or three grades. The Curriculum Index can be divided at many points for this purpose and suggestions are included for appropriate grade levels for each topic and objective. However, the Index should be divided on the basis of what the student and teacher concerns are for each grade level.
- Emphasis has been placed on traffic safety objectives in view of their great national importance. These have been italicized.

CURRICULUM INDEX OUTLINE

<u>Topic</u>	<u>Page</u>
I. <u>Concern Discovery</u>	17
II. <u>Alcohol's Physical and Behavioral Effects</u>	18
A. Effects	18
B. Evaluation Activities	21
III. <u>Why People Drink or Abstain</u>	22
A. Reasons	22
B. Drinking and Maturity	24
C. Effects of Alcohol Advertising	24
D. How Much People Drink	25
E. Evaluation Activities	25
IV. <u>Safety</u>	26
A. Traffic Safety Effects	26
B. Other Safety Areas	27
C. Interpersonal Traffic Safety Situations	28
D. Evaluation Activities	28
V. <u>Interpersonal Situations Involving Alcohol Use</u>	29
A. Peer	29
B. Parents	31
C. General	32
D. Evaluation Activities	33
VI. <u>Attitudes</u>	35
A. General Attitudes toward Alcohol	35
B. Feelings toward Problem Drinkers	36
C. Causes of Different Attitudes and Feelings	36
D. Evaluation Activities	37
VII. <u>Alcohol Industry</u>	37
A. Manufacture and Uses	37
B. Laws about Advertising	38
C. Evaluation Activities	38

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
I. <u>Concern</u> <u>Discovery</u> 10th, 11th and 12th grades		Teacher conducts Activities designed to reveal student concerns and prior knowledge and attitudes about alcohol.	78 79 80 61 83 16 26 37 82 116 117 128 136 174	Students write their concerns about alcohol and alcohol safety. Students create stories involving alcohol-related situations of their choosing. Students respond to pictures of alcohol use by treating them as the middles of stories and writing the beginnings and endings themselves. Students role play different scenarios involving alcohol. Teacher and students evaluate student attitudes toward drinking by answering attitude questionnaire. Students take written pre-test on: alcohol and alcohol safety interpersonal alcohol safety situations alcohol safety laws reasons people drink or abstain alcohol's physical effects alcohol's behavioral effects alcohol advertising and industry how alcohol is manufactured interpersonal situations involving alcohol use

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
Students need a foundation of information on alcohol's physical and behavioral effects before they are able to make responsible decisions about drinking. Activities designed to teach this information follow.			190	comparative studies of alcohol attitudes and use
			205	alcohol laws
			235	problem drinking and alcoholism
II. <u>Alcohol's Physical and Behavioral Effects</u>	164-179	Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking. <u>Concern Addressed:</u> What are the physical and behavioral effects of alcohol use? ("What can happen to me if I drink five beers?")	85	Students create collages illustrating physical and behavioral effects of alcohol.
7th, 8th and 9th grade			*86	Students view and discuss audiovisual materials on alcohol's effects.
A. <u>Effects</u>			87	Students formulate questions about alcohol and later have a panel "quiz show" using them.
			*88	Students collect and examine cartoons, comics and written jokes depicting the effects of alcohol.
			*89	Students describe the effects of alcohol use on people they know, including themselves.
			*90	Students discuss rumors and stories about alcohol leading to a discussion of myths about alcohol.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
			91	Students survey their homes for dangerous or poisonous substances, including denatured and methyl alcohol.
			92	Students discuss relationship between drinking and sexual image.
			*93	Students write description of the "dumbest" and/or "greatest" thing they have read about or seen someone do after drinking excessively.
			94	Students develop and play word games using alcohol terminology.
			*95	Students play game in which they pretend to drink for the first time and determine what effects alcohol might have on them by computing their blood alcohol concentration.
			96	Students play board game that teaches differences between ethyl and denatured and methyl alcohol.
			*97	Students experience some of the physical effects of alcohol use in a simulated fashion.
			98	Class splits up into small groups to engage in different independent research projects on alcohol's effects.
			99	Students interview doctor about the behavioral effects of alcohol.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
			*100	Students interview their parents asking what effects alcohol use has on them.
			101	Students conduct a poll to discover how much misinformation people have about alcohol's effects.
			102	Students research alcohol's behavioral and/or physical effects.
			103	Teacher lectures on effects of alcohol.
			104	Teacher lectures on different kinds of denatured and methyl alcohol and their effects.
			105	Students respond to questions about alcohol myths and teacher corrects any misinformation.
			*106	Students read and discuss fictional accounts of the physical effects of excessive drinking.
			*107	Students read and discuss fictional accounts of alcohol's behavioral effects.
			108	Students read and discuss fictional accounts of the effects of alcohol on sexual behavior and desires.
			109	Students read different descriptions of the behavioral and/or physical effects of alcohol use and compare findings.
			110	Students read self-testing pamphlet <u>Alcohol</u> and discuss reading in small groups.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
			*111	Students observe the effects of alcohol on fish.
			*112	Students observe the effects of alcohol on rats.
			113	Students compare the rate of alcohol diffusion with that of food.
			114	Students complete story and discuss how they can tell if someone is drunk.
			115	Students trace the passage of alcohol through a diagram of the body.
<u>A. Evaluation Activities</u>		-----		-----
			85	Students create collages illustrating physical and behavioral effects of alcohol use.
			86	Students view audiovisual materials on alcohol's effects without the audio and supply the commentary themselves.
			87	Students put questions about alcohol on 3X5 cards and later have a panel "quiz show" using them.
			90	Students discuss rumors and stories about alcohol leading to a discussion of myths about alcohol.
			93	Students write description of the "dumbest" and/or "greatest" thing they have read about or seen someone do after drinking excessively.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
			94	Students develop and play word games using alcohol terminology.
			106 107 108	Students read and discuss fictional accounts of the physical and/or behavioral effects of excessive drinking.
			115	Students trace the passage of alcohol through a diagram of the body.
			116	Students take written quiz or test on alcohol's physical effects.
			117	Students take written quiz or test on alcohol's behavioral effects.
			118	Teacher and students evaluate student attitudes toward alcohol's effects.
Having studied alcohol's effects, students are now in a better position to understand why people drink or abstain from alcohol. It is also important to understand why people drink in order to make responsible personal decisions about one's own drinking behavior and to make responsible decisions on how to respond to other people's drinking behavior.				
III. <u>Why People</u> <u>Drink or</u> <u>Abstain</u>				
8th grade				
A. <u>Reasons</u>	173-174 190 200-206	Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.	* 41	Students view and discuss film on why people drink.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
		Concern Addressed: Why do people drink or abstain? ("Why does my father always drink two or three beers and get silly while he's watching the football game?")	42	Students discuss why adults and teenagers drink and distinguish between appropriate and inappropriate reasons for drinking.
			*43	Students suggest substitute activities for abusive drinking.
			44	Students evaluate the reasons for drinking expressed in cartoons, jokes and comic strips that involve alcohol.
			45	Students discuss why some people do not drink and distinguish responsible from irresponsible reasons for abstaining.
			48	Students discuss whether it is ever appropriate to get drunk.
			49	Students discuss why those people who abuse alcohol continue to drink excessively even when they know it is self-damaging.
			50	Students discuss what human needs people try to meet by using alcohol and whether and how these needs can be met in better ways.
			51	Students discuss legitimacy and utility of drinking alcohol to escape problems.
			*55	Students take a poll on their experiences with alcohol.
			62	Class splits up into small groups to engage in different independent research projects on why people drink.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
			*63	Students study use of alcohol in cooking and its food value.
			69	Students conduct poll on how people learned about alcohol.
			*70	Students keep a written list of their exposure to alcohol for one or more days.
			*75	Students read and discuss fictional accounts of why people drink or abstain from alcohol.
			77	Students write and discuss what, if anything, they would do if it became legal for them to drink.

B. <u>Drinking and Maturity</u>	200-206	Students demonstrate knowledge of and ability to evaluate the relationship between alcohol use and maturity in order to make responsible decisions about drinking. Concern Addressed: What is the relationship between alcohol and being "grown up"? ("If I don't drink, the kids will say I'm a little baby.")	47	Students discuss relationship between drinking and maturity.
			38	Students develop collages or mobiles illustrating maturity or immaturity and discuss relationship between drinking and maturity.

C. <u>Effects of Alcohol Advertising</u>	156-158	Students demonstrate knowledge of and ability to evaluate the effects of alcohol advertising on people's attitudes and behaviors in order to make responsible personal and public policy decisions about drinking.	58	Students research and discuss reasons people do and should drink as portrayed by alcohol advertisements.
			59	Students evaluate the validity of claims made by alcohol advertisements.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
		<u>Concern Addressed:</u> What effects does alcohol advertising have on people's attitudes and behaviors? ("Will all those ads telling me to drink persuade me to drink whether I want to or not?") -----	60	Students pretend they are alcohol advertisers or anti-alcohol advertisers and create their own alcohol or anti-alcohol ads. -----
D. <u>How Much People Drink</u>	191-194 197-200	Students demonstrate knowledge of how much and what people drink in order to deal responsibly with the drinking behaviors of others. <u>Concern Addressed:</u> How much and what do people drink? ("Does everyone drink as much as my father does?") -----	66 68 *74	Students interview package store owners to determine how much alcohol is consumed in their community. Students write and conduct poll to determine why and how much people drink. Students watch package stores on a Friday or Saturday afternoon or evening to learn community's drinking patterns. -----
E. <u>Evaluation Activities</u>			75 82 89	Students read and discuss fictional accounts of why people drink or abstain from alcohol. Students take written quiz or test on reasons people drink or abstain from alcohol. Teacher and students evaluate class attitudes toward reasons for drinking and abstaining.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
Once students have studied alcohol's effects and the reasons people drink, it becomes appropriate to explore making decisions about alcohol safety issues. It also may be useful to study alcohol safety at this point because making responsible decisions about interpersonal issues involving alcohol is dependent on an understanding of the traffic and other safety problems involved in alcohol use.				
IV. <u>Safety</u> 7th, 8th and 9th grades				
A. <u>Traffic Safety Effects</u>	238-245	Students demonstrate knowledge of and ability to evaluate effects of alcohol use on traffic safety in order to make responsible decisions about drinking and driving. Concern Addressed: What effects can drinking have on driving, on riding as a passenger, and on walking as a pedestrian? ("Is it dangerous for me to ride with a driver who's had a couple of drinks?")	* 1 2 3 4 5 9 10 11	Students view filmstrip that treats alcohol and traffic safety issues. Students discuss ways in which alcohol use might affect driving ability. Students discuss situations in which alcohol abuse might hinder quick action. Class splits up into small groups to engage in different independent research projects on alcohol and safety. Students create a movie on alcohol and traffic safety. Students research the role of alcohol in automobile, pedestrian and household accidents. The teacher lectures on the role of alcohol in traffic accidents. Guest speaker discusses the relationship between drinking and driving.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
			14	Students read and discuss description of relationship between alcohol use and traffic safety.
			*15	Students discuss relationships between alcohol and bicycles and relate bicycle riding to automobile driving.

			4	Class splits up into small groups to engage in different independent research projects on alcohol and safety.
			7	Students interview safety director of an industry that uses power machinery concerning alcohol-related industrial accidents.
			9	Students research the role of alcohol in automobile, pedestrian and household accidents.
			*12	Students discuss what household activities might be dangerous to perform by someone who had been drinking excessively.
			*13	Students read and discuss fictional accounts of alcohol safety situations.

B. Other Safety Areas	250-251	Students demonstrate knowledge of and ability to evaluate alcohol's effects on safety areas other than traffic in order to make responsible decisions about drinking and personal safety. Concern Addressed: How can alcohol hurt me besides in traffic accidents? ("My uncle fell asleep smoking a cigarette while he was drinking several beers. Could this happen to me?")		

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
C. <u>Interpersonal Traffic Safety Situations</u>	207-209	Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving. Concern Addressed: What should I do about people who drive after drinking too much and people who ride with drivers who have drunk too much? ("What am I supposed to do if my older brother picks me up from football practice and he's drunk?")	18	Students discuss best course of action to take if they are about to ride with a driver who has been drinking excessively.
			19	Students discuss best course(s) of action to take if a friend or relative is about to ride with a driver who has been drinking excessively.
			20	Students discuss and evaluate alternate courses of action to take if they are riding with a driver who has been drinking excessively.
			21	Students discuss what they would do if they, as parents, found their son or daughter driving when drunk.
			23	Students role play situation in which a friend who has been drinking excessively is about to drive.
D. <u>Evaluation Activities</u>		-----	* 24	Students role play situations in which they, as parents, discover their son or daughter driving after drinking excessively.
			* 25	Students complete unfinished stories by writing in the omitted part and thereby resolving an interpersonal dilemma.
			1	Students view filmstrip that treats alcohol and traffic safety issues.
			5	Students create movie on alcohol and traffic safety.
			22	Students role play passengers in a car driven by a driver who has been drinking excessively.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
The study of interpersonal alcohol situations involving traffic safety can naturally be followed by a study of other interpersonal situations involving alcohol.			25	Students complete unfinished stories by writing in the omitted part and thereby resolving an interpersonal safety dilemma.
			16	Students take written quiz or test on the effects of drinking on traffic safety.
			26	Students take written quiz or test on interpersonal alcohol safety situations.
			17	Teacher and students evaluate student attitudes toward alcohol-safety issues.
V. <u>Interpersonal Situations Involving Alcohol Use</u>				
7th, 8th and 9th grades				
A. <u>Peer</u>	207-209	Students demonstrate knowledge of and ability to evaluate alternate responses to peer pressures to drink or abstain in order to make responsible decisions about drinking. Concern Addressed: How do I and how should I handle pressures from my friends to drink or abstain? ("What	* 162 * 163 164	Students conduct experiment on group pressure and discuss why peer pressure is so powerful. Students perform an experiment that illustrates peer group pressure. Students explore ways to cope with pressures to drink by responding to hypothetical letters from various age students in situations of conflict re alcohol use.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
		can I do about my friends who say I'm 'chicken' and a poor sport when I tell them I don't want to go drinking in the park with them?")	165	Students discuss why people exert pressure on others to drink or abstain.
			166	Students discuss responsibility and methods for preventing a friend from drinking denatured or methyl alcohol.
			*167	Students role play, as teams, methods of coping with pressures to drink or abstain.
			*168	Students role play and discuss scenarios in which a person is being pressured to drink or abstain.
			169	Students develop advertisements to help other students cope with pressures to drink.
			*170	Students write and discuss autobiographical accounts of occasions on which they were subject to group pressure.
			*171	Students complete unfinished stories by writing in the omitted part and thereby resolving a conflict involving peer pressure to drink or abstain.
			172	Students develop a booklet on alcohol for distribution throughout the school.
			173	Students explore ways to cope with pressures to drink by responding to hypothetical letters from various age students in situations of conflict re alcohol use.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
B. <u>Parents</u>	207-209	Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish concerning their children's drinking behavior in order to respond constructively to parental behavior. <u>Concerns Addressed:</u> What are and what should be the rules parents make about drinking? Why do they make these rules? What are and what should be the punishments for breaking them? ("I don't think it's fair for my brother to drink when I can't because I'm a girl.")	* 150	Students develop a collage or mobile depicting parents' reactions to dis-covering their son or daughter drinking.
			* 151	Students discuss what restrictions they would set for <u>their</u> children on alcohol use and why.
			152	Students discuss what they would do if they, as parents, found a son or daughter their age drinking.
			* 153	Students invite parents to class to discuss the rules they have set for their children in areas of alcohol use.
			* 154	Students discuss and evaluate with younger students limits on alcohol use by minors.
			* 155	Students role play parents who discover a son or daughter drinking.
			156	Students role play the family "trial" of a youngster found drinking.
			157	Students role play parents and children concerned about a son or daughter's friendship with a child of a problem drinker.
			158	Students poll parents on what rules they set for their children in areas of alcohol use.
			159	Students explore different media to determine adult attitudes toward drinking by youngsters.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
C. <u>General</u>	207-209	Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking behavior of others. ----- Concern Addressed: What should I do about other people who drink, don't drink or drink too much? ("I keep asking my older brother to buy some beer for me but he won't do it. Why won't he let me try it when he drinks it?")	160	Students read and evaluate the section on alcohol in Haim Ginott's <u>Between Parent and Teenager</u> .
			161	Students complete unfinished stories by writing in the omitted part and thereby resolving a conflict between youngsters and parents about alcohol.
			138	-----
			*139	Students listen to a taped conversation about alcohol, role play it and then analyze it in terms of accuracy.
			140	Students discuss the responsibilities of a host at a party involving drinking.
			141	Students discuss responsibility for consequences of buying alcohol illegally for minors.
			142	Students discuss ethics of illegally buying alcohol for a minor.
			143	Students discuss whether to give a "bum" a quarter.
			*144	Students evaluate how to cope with a problem drinker in the family.
			*145	Students role play scenarios involving the use of alcohol by different family members.
				Students role play scene in which a minor tries to persuade an adult to buy alcohol for him.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
D. <u>Evaluation</u> <u>Activities</u>		-----	146	Students role play scene in which a host at a party has to respond to drinking guests.
			*147	Students read and discuss fictional accounts of interpersonal situations involving alcohol use.
			*148	Students complete unfinished stories focusing on problems faced by families with alcohol problems.
			149	Students develop activities designed to create understanding of and concern about the national alcohol problem.
			168	----- Students role play and discuss scenarios in which a person is being pressured to drink or abstain.
			164	Students explore ways to cope with pressures to drink by responding to hypothetical letters from various age students in situations of conflict <u>re</u> alcohol use.
			171	Students complete unfinished stories by writing in the omitted part and thereby resolving a conflict involving peer pressure to drink or abstain.
			148	Students complete unfinished stories focusing on problems faced by families with alcohol problems.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
			149	Students develop activities designed to create understanding of and concern about national alcohol problems.
			155	Students role play parents who discover their son or daughter drinking.
			161	Students complete unfinished stories by writing in the omitted part and thereby resolving an interpersonal conflict between youngsters and parents over alcohol use.
			138	Students listen to a taped conversation about alcohol, role play it and then analyze it in terms of accuracy.
			147	Students read and discuss fictional accounts of interpersonal situations involving alcohol use.
			174	Students take written quiz or test on interpersonal situations involving alcohol use.
			175	Teacher and students evaluate student attitudes toward interpersonal situations involving alcohol.
Given a basic understanding of alcohol's physical and behavioral effects, its relationship to safety problems, and its role in interpersonal relations, students can begin to explore in more depth the attitudes they already had toward alcohol issues, those they have formed as a result of their recent study, and the role attitudes play in decision-making.				

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
VI. <u>Attitudes</u> 9th grade A. <u>General</u> <u>Attitudes</u> <u>toward Alcohol</u>		Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking. <u>Concern Addressed:</u> What are and what should be my feelings about drinking and abstaining? ("Why do so many people think it's wrong to get drunk? I don't see anything wrong with it.")	*39 *46 52 62 64 65 67 71 72	Students visit an art museum and examine paintings by painters who were alcoholics and paintings of scenes involving alcohol. Students analyze songs about alcohol use. Students distinguish responsible from irresponsible drinking behavior and establish criteria for each. Class splits up into small groups to engage in different independent research projects on why people drink. Students interview people about their attitudes toward problem drinkers. Students study position of press on alcohol issues by interviewing newspapermen and reading newspapers. Students conduct poll on what people think constitutes responsible drinking behavior. Students research American attitudes toward drunken behavior as expressed in the mass media. Students research attitudes of the Bible toward alcohol.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
B. <u>Feelings toward Problem Drinkers</u>			73	Students research the attitudes of various poets toward alcohol use.
			76	Students read and discuss myths that involve alcohol.

		Students demonstrate knowledge of and ability to evaluate alternate feelings they can have when they are with problem drinkers in order to develop constructive attitudes toward them.	53	Students discuss their feelings about alcoholics and "drunks."
		Concern Addressed: What feelings should I have when I am with someone who is drinking excessively, is drunk or is a problem drinker? ("I really feel uncomfortable when my drunk aunt is around me. How should I feel toward her?")	*54	Students decide how different types of people would respond to a panhandler's request for money.
C. <u>Causes of Different Attitudes and Feelings</u>			140	Students discuss whether to give a "bum" a quarter.
			209	Students discuss their feelings about alcoholics.

		Students demonstrate knowledge of why and how people interpret alcohol issues and behavior differently in order to make responsible decisions about drinking and deal responsibly with the drinking behavior of others.	*40	Students view and discuss <u>Eye of the Beholder</u> , a movie about how and why people misinterpret other people's behavior.
		Concern Addressed: Why do people disagree about alcohol issues? ("How come my father says it's OK to get drunk and my mother says it's wrong?")	56	Students observe a photo or picture and a week or two later recall what it depicted.
			57	Students interpret pictures of drinking without seeing the accompanying captions.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
D. <u>Evaluation Activities</u>		-----	80	Students respond to pictures of alcohol use.
		-----	61	Students role play different scenarios involving alcohol.
			83	Teacher and students evaluate student attitudes toward drinking by answering attitude questionnaire.
Students can complete their study of alcohol by investigating how alcohol is made and then, on the basis of their knowledge about alcohol's effects, discussing what restrictions should be placed on alcohol advertising.				
VII. <u>Alcohol Industry</u>				
A. <u>Manufacture and Uses</u>	152-156	Students demonstrate knowledge of how alcohol is manufactured in order to make personal and public policy decisions about alcohol.	129	Students play a card game that requires them to organize the products and processes involved in making alcoholic beverages.
		Concerns Addressed: What is alcohol? What is it used for? How is it made? "What does 'proof' mean?"	*130	Students visit an alcohol process plant.
			131	Students analyze alcohol bottle labels and contents.
			132	Students research the various uses of alcohol.
			133	Teacher lectures on manufacture of alcohol.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
<u>B. Laws about Advertising</u>	157-158	Students demonstrate knowledge of and ability to evaluate laws governing alcohol advertising in order to make responsible public policy decisions about drinking. <u>Concern Addressed:</u> What rules are there and should there be about alcohol advertising? ("How can they allow ads that try to persuade people to drink?")	134	Teacher lectures on various uses of alcohol
			119	Students discuss whether alcohol advertisements should be banned or restricted.
			124	Students interview advertising manager of a newspaper, magazine, TV or radio station and ask about their advertising policies on alcohol.
			125	Students interview a member of any organization that monitors mass media advertisements.
			126	Teacher lectures on the role of alcohol advertisements in American society.
<u>C. Evaluation Activities</u>			129	Students play card game that requires them to organize the products and processes involved in making alcoholic beverages.
			136	Students take written quiz or test on how alcohol is manufactured.
			137	Teacher and students evaluate student attitudes toward the alcohol industry.
			128	Students take written quiz or test on alcohol advertising.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
			81	Students answer questions about the value of the course.

B. THE CURRICULUM DEVELOPMENT PROCESS

B. THE CURRICULUM DEVELOPMENT PROCESS

There are three major steps to developing a Curriculum Outline (series of lesson plans) on alcohol and alcohol safety:

1. Determining student and teacher concerns about alcohol and alcohol safety;
2. Selecting objectives from the Curriculum Index that will meet these concerns; and
3. Selecting and ordering classroom Activities that will achieve these objectives into a Curriculum Outline.

1. Determine Student and Teacher Concerns

a) First the teacher should involve students in the curriculum development process as much as possible. Students should contribute information on what their concerns are. A teacher should devote at least one class period to concern-discovery activities prior to developing a Curriculum Outline. This discovery process requires a teacher to be understanding, respectful and flexible, since alcohol areas that concern students may not be of concern to teachers.

There are Activities especially designed for this purpose (see the Curriculum Index, Topic I), including role plays, story creations and completions, picture interpretations and attitude and knowledge pre-tests. There are also other means by which a teacher can discover student concerns:

- A teacher can learn much from students by listening closely to what they talk about with each other.
- If he has a good relationship with the pupils, he may be able to directly ask them to indicate their experiences, attitudes and concerns about alcohol.
- The teacher can learn about student concerns by encouraging them to select Activities from this Manual that they would like to study. Students can also develop their own activities.
- The teacher can provide a suggestion box for students to indicate what they would like to study.

A list of concerns common to junior high students (who have had previous alcohol courses) is included in the chart on pages 47-49. A list which details the progression of student concerns from grades K-12 can be found on pages 73-75.

Teachers will normally find that different students in each class have different concerns, so it becomes incumbent on the teacher to decide which ones to focus on. Where possible, the teacher should arrange the unit so that different students can explore their own particular concerns individually or in small groups in independent study activities. This type of independent study has been further explained in the Teaching Methods section, pp. 111-113.

b) The second task is to determine student resources. Some potential sources of information include guidance records, tests, direct questioning of students, consultation with students' present and former teachers, talking with community spokesmen and reading the local press. These methods for determining student resources are illustrated in detail in the Curriculum Development Example, pp. 52-54.

People accept and reject new learning differently, depending on their background, personality, skills, and experiences. By examining these factors the teacher can determine which learning methods will be most effective.

To assess student resources, the teacher should delve into five areas of student life:

- age and "grade level": How old are the students and what is their level of academic achievement?
- ways in which students learn effectively: How do these students usually learn best? (memorizing? being challenged? exploring? participating? watching? reading? from parents, TV, friends, books, teachers?)
- previous learning and experience? What have these students already learned about alcohol from prior courses or personal experience?

- community characteristics: What elements of the students' community background have the most influence on them? (language? prejudice? problem solving? nationality? socio-economic status? religion? independence? defensiveness? residence?)

The answers to these questions will have direct implications for teaching. For example, if the students have serious reading handicaps, audiovisual and verbal learning methods should be stressed. These teaching implications that can be derived from analysis of student resources will be explained more fully in the Curriculum Development Example.

c) Now the teacher can deal with two other sets of concerns--his own and those of the community. These concerns may or may not overlap with the students' concerns.

The teacher may approach alcohol curriculum development with his own specific concerns as well as develop new ones upon evaluation students' resources. The teacher may also learn through the local press or spokesmen that the community (or state or national governments) is concerned that students deal with certain areas of alcohol studies, such as drunk driving, vandalism and litter due to drinking, and minors obtaining and drinking alcohol.

The teacher must decide which of his own and the community's concerns he will attempt to generate in his students. For example, a teacher may be concerned about drinking and driving safety problems, but his eighth grade students may not yet be concerned about this topic. It may be possible for the teacher to stimulate student concern in this issue by using drinking and driving activities that make the issue relevant to eighth graders, for example:

- discussions of what to do with drunken parents or other relatives who want to drive;
- discussion of the number of pedestrians and possibly bicyclists who are injured and killed by drunken drivers.

The important points to keep in mind in selecting teacher, community, and national concerns are:

- For stimulating student concern in these other areas and topics, be sure to develop and use examples and methods that make them relevant and meaningful, because if students do not become concerned about them, it is unlikely they will learn much; and
- Make a sincere attempt to generate student concern in these other areas, but do not persist in that attempt when it is clear students are unable to become concerned.

The concerns that teachers are likely to want students to develop are included in the listing of student concerns on pages 47-49. In addition, the Curriculum Index suggests, by grade level, which concerns are most often appropriate for which grade levels.

2. Select Objectives to Meet Concerns

Once student and teacher concerns have been diagnosed and formulated, the next step in the curriculum development process is to locate in the Curriculum Index those objectives that will meet them. All the objectives appropriate to junior high students who have had previous alcohol courses have been included in the Index.

The chart at the end of this section (pp. 47-49) lists the major student-teacher concerns and their respective objectives, and indicates on what pages of the Curriculum Index these objectives may be found.

When students have thoroughly explored their concerns, they should be able to demonstrate that they have learned certain important information, skills, and attitudes that are the objectives of an alcohol curriculum. These important learnings all revolve around decision-making that should lead to desirable behaviors. These learnings are:

1. Knowledge of:

- alternative decisions
(e.g., ways to get home from a party when drunk, such as riding with a friend, taking a taxi, sleeping over);
- possible consequences of decisions
(e.g., getting hurt, injuring others, ridicule);
and

- influences determining decisions
(e.g., peer group pressure, need to feel mature, self-preservation).
- 2. The skill development necessary to make these decisions
(e.g., ability to evaluate risks, ability to feel concerned and responsible, ability to communicate with peers and adults)
- 3. Attitudes that will provide the motivation for responsible decisions about alcohol (e.g., disapproval of peer group pressure, compassion for the problem drinker, respect for the safety of other people).

These content, skill, and attitude learnings are the logical outgrowth of concern exploration.

3. Select and Order Activities (Create Curriculum Outline)

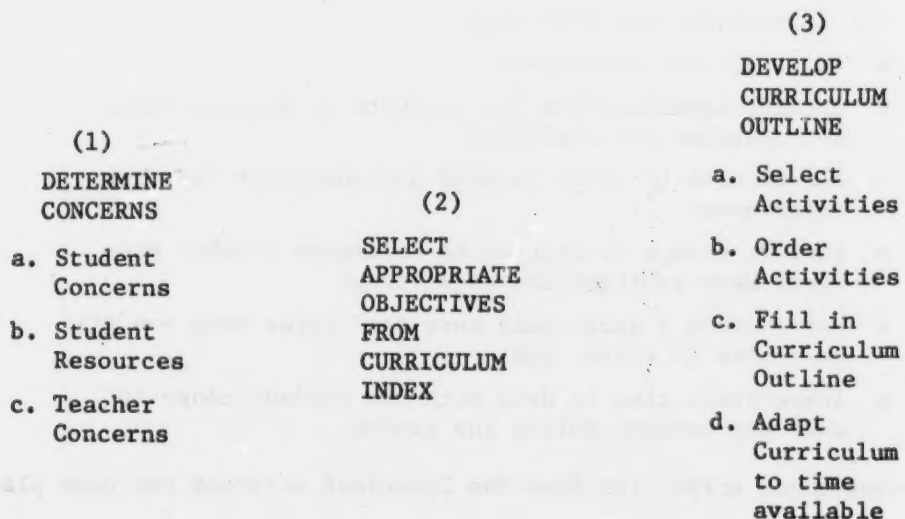
Correlated with each of these objectives in the Index is a list of Activities that are designed to help achieve them. The teacher now needs to engage in the following steps to develop a Curriculum Outline from his selection of objectives:

- a) Decide, in consultation with students, which Activities to teach that will best achieve the objectives. You will want to select those Activities that not only will achieve the objectives, but also will:
 - fit students' resources;
 - provide opportunities for students to explore their own opinions and feelings;
 - mix methods to avoid boredom and one-track learning techniques;
 - include enough evaluation to determine whether students have achieved the objectives;
 - not include a great many more Activities than you will have time to teach; and
 - leave spare time to deal with new student concerns that may develop during the course.

Remove these Activities from the looseleaf notebook you have placed them in so that you can then:

- b) Decide in what order to teach the Activities within each objective. As you shuffle the Activities and put them in order, make sure that:
- opening Activities ensure student motivation;
 - information needed for each Activity has been previously learned; and
 - methods are mixed to avoid boredom.
- c) The teacher can now use xeroxed copies of the blank Curriculum Outline page (included with the Activities) or ones of his own and fill them in with his day-by-day Activities schedule.
- d) The teacher will now need to adapt his curriculum to fit the maximum amount of time he has available. Compression of a too-long curriculum may present some problems because it involves sacrifices. The teacher must decide which Activities may be shortened or omitted without sacrificing the students' and/or teacher's concerns.

OUTLINE OF THE CURRICULUM DEVELOPMENT PROCESS



CORRELATION OF CONCERNS, OBJECTIVES, AND CURRICULUM INDEX

<u>CONCERNS</u>	<u>OBJECTIVES THAT MEET CONCERNS</u>	<u>CURRICULUM INDEX PAGE</u>
<u>Drinking and Driving:</u>		
What effects can drinking have on driving, on riding as a passenger and/or on walking as a pedestrian?	Students demonstrate knowledge of and ability to evaluate effects of alcohol use on traffic safety in order to make responsible decisions about drinking and driving.	26
What should I do about people who drive after drinking too much and people who ride with drivers who have drunk too much?	Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.	28
<u>Safety:</u>		
How can alcohol hurt me besides in traffic accidents?	Students demonstrate knowledge of and ability to evaluate alcohol's effects on safety areas <u>other than traffic</u> in order to make responsible decisions about drinking and personal safety.	27
<u>Effects:</u>		
What are the physical effects of alcohol?	Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.	18
What are the behavioral effects of alcohol?	Students demonstrate knowledge of and ability to evaluate alcohol's behavioral effects in order to make responsible decisions about drinking.	18

<u>CONCERNS</u>	<u>OBJECTIVES THAT MEET CONCERNS</u>	<u>CURRICULUM</u> <u>INDEX</u> <u>PAGE</u>
<u>Reasons:</u>		
Why do people drink or abstain?	Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.	22
What effects does alcohol advertising have on people's attitudes and behaviors?	Students demonstrate knowledge of and ability to evaluate the effects of alcohol advertising on people's attitudes and behaviors in order to make responsible personal and public policy decisions about drinking.	24
What is the relationship between alcohol and being "grown up?"	Students demonstrate knowledge of and ability to evaluate the relationship between alcohol use and maturity in order to make responsible decisions about drinking.	24
How much and what do people drink?	Students demonstrate knowledge of how much and what people drink in order to deal responsibly with the drinking behavior of others.	25
<u>Interpersonal Issues:</u>		
What should I do about other people who drink, don't drink or drink too much?	Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking behavior of others.	32
What are and what should be the rules parents make about drinking? Why do they make these rules? What are and what should be the punishments for breaking them?	Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish concerning their children's drinking behavior in order to respond constructively to parental behavior.	31
How do I and how should I handle pressures from my friends to drink or abstain	Students demonstrate knowledge of and ability to evaluate alternate responses to peer pressures to drink or abstain in order to make responsible decisions about drinking.	29

<u>CONCERNS</u>	<u>OBJECTIVES THAT MEET CONCERNS</u>	<u>CURRICULUM</u> <u>INDEX</u> <u>PAGE</u>
<u>Attitudes and Feelings:</u>		
What are and what should be my feelings about drinking and abstaining?	Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.	35
What feelings should I have when I am with someone who is drinking, excessively drunk, or a problem drinker?	Students demonstrate knowledge of and ability to evaluate alternate feelings they can have when they are with problem drinkers in order to develop constructive attitudes toward them.	36
Why do people disagree about alcohol issues?	Students demonstrate knowledge of why and how people interpret alcohol issues and behavior differently in order to make responsible decisions about drinking and to deal responsibly with the drinking behavior of others.	36
<u>Alcohol Industry:</u>		
What rules are there and should there be about alcohol advertising?	Students demonstrate knowledge of and ability to evaluate laws governing alcohol advertising in order to make responsible public policy decisions about drinking.	38
What is alcohol? What is it used for? How is it made?	Students demonstrate knowledge of how alcohol is manufactured in order to make personal and public policy decisions about alcohol.	37

C. CURRICULUM DEVELOPMENT EXAMPLE

C. CURRICULUM DEVELOPMENT EXAMPLE

Introduction

What follows is a step-by-step concrete example of how the curriculum development process outlined in the previous section can be implemented by a teacher. For illustrative purposes it coincides with the Curriculum Outline on pages 66-67 and is based on a hypothetical eighth-grade college-bound class. The handwritten sections and comments are those that a teacher developing this curriculum might have written.

1. Determine Student and Teacher Concerns

a) Determine student concerns:

The teacher diagnoses his students' concerns about alcohol. For this purpose, the teacher has consulted Section I of the Curriculum Index (page 17) that lists Activities designed to help him discover student concerns. He has selected Activity #79 which asks students to write a story of their choosing about alcohol.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1-2 period

TOPIC: Attitudes
METHOD: Writing

ACTIVITY #: 79

CORE ACTIVITY:

Students create stories involving alcohol-related situations of their choosing.

OBJECTIVE:

Activity is designed to reveal students' concerns.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing.
OTHER:

ACTIVITY:

Students are given instructions to write a fictional or true story (1-3 pages) that involves alcohol as the central element. If possible, the teacher should not suggest topics since this may influence what students write about.

Evaluation of the topics students write about and the ideas they express will reveal some of the students' concerns about alcohol and alcohol safety. For example, if several students write about scenes of family disruption due to alcohol abuse, this may indicate students are concerned about the effects of alcohol abuse on family life. If students write stories about having drunk alcohol in social settings with their parents, this may indicate familiarity with responsible alcohol use and lack of concern in this area -- but the tone in which these stories are written will indicate the presence or absence of concern as much as what is written about.

In addition, the teacher has conducted half a class in a general discussion about what concerns students have about alcohol and alcohol safety. After analyzing the stories and the class discussion, the teacher is able to formulate the following student concerns as being of particular significance to his students:

- *What effects does alcohol have?*
- *Why do people drink and abstain?*

b) Determine student resources:

The teacher diagnoses his students' resources. He does this by:

- informally discussing with several seventh grade teachers in the cafeteria what these students' resources seem to be -- their reading level, most effective learning methods, and their attitudes toward alcohol;
- giving students a pre-test on their attitudes toward and information they already have about alcohol (Activity #15, #82, #84, #113 and #114).
- spending part of a class asking students about their attitudes toward alcohol, their knowledge about it, and learning methods they feel would be most effective for them in studying about alcohol;
- consulting a sample of guidance records and test results; and
- consulting community spokesmen, such as religious leaders, directors of community programs (boys' clubs), and local community publications.

As a result of these efforts, the teacher learned the following relevant information and drew the following implications for teaching:

age and grade level: 14 years old;
about $\frac{3}{4}$ of class reads at grade
level; most are well-motivated
in school and at least half will
probably go on to four-year
colleges.

Teaching Implications: Students
can learn from reading and
homework and research
assignments, if they are
interesting.

previous learning methods: have
learned best from parents, from
talking with each other,
from active involvement in
social life and by reading good
literature.

Teaching Implications: Teaching
methods can be varied,
including small group dis-
cussions, audiovisual materials,
role play and reading
literature (both fictional
and content).

previous learning and experience:
pre-test indicates students have
a rudimentary knowledge of
alcohol's physical and behavioral
effects and have some familiarity
with alcohol's effects on traffic
safety; some experience drinking,
mostly with parents on social
occasions, but a couple trip

and girls have drunk heavily on occasion. Most view alcohol as source of relaxation and sociability, but some see it as good for kicks.

Teaching Implications: Students need to study alcohol's effects more extensively than in elementary school and study effects of alcohol on traffic safety; students can interview parents on alcohol's effects.

community characteristics: middle and upper middle class community.

Teaching Implications: Students are probably familiar with the extensive social drinking characteristic of middle class families and therefore are already familiar with some patterns of responsible use. Students can build on this by discussing appropriate reasons for drinking alcohol.

c) Determine teacher concerns:

The teacher determines and lists his concerns for which he expects to generate student concern.

1. concerns the teacher brought to the course:

- I share students' concerns listed above
- I am also concerned that students explore the effects of alcohol abuse on traffic safety before they actually become drivers.

- ii. concerns the teacher developed as a result of the previous determination of student resources (in section b above):

Students need to study more thoroughly than in elementary school the physical and behavioral effects of alcohol use.

- iii. community concerns that the teacher feels have a place in his curriculum:

- Community is also concerned about accidents related to alcohol abuse and would like students to begin to develop responsible attitudes toward drinking and driving.

2. Select Objectives to Meet Concerns

Having diagnosed student concerns and formulated teacher concerns, the teacher now turns to pages 47-49 and locates the appropriate objectives in the right hand column that meet these concerns. On the far right are the page numbers of the Curriculum Index on which Activities may be found that will achieve these objectives. On the following page the objectives which correspond to the student concerns about the effects of and reasons for drinking are circled.

CORRELATION OF CONCERNS, OBJECTIVES, AND CURRICULUM INDEX

CONCERNS	OBJECTIVES THAT MEET CONCERNS	CURRICULUM INDEX PAGES
<u>Drinking and Driving:</u>		
What effects can drinking have on driving, on riding as a passenger and/or on walking as a pedestrian?	Students demonstrate knowledge of and ability to evaluate effects of alcohol use on traffic safety in order to make responsible decisions about drinking and driving.	26
What should I do about people who drive after drinking too much and people who ride with drivers who have drunk too much?	Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.	28
<u>Safety:</u>		
How can alcohol hurt me besides in traffic accidents?	Students demonstrate knowledge of and ability to evaluate alcohol's effects on safety areas other than <u>traffic</u> in order to make responsible decisions about drinking and personal safety.	27

Effects:

What are the physical effects of alcohol?

What are the behavioral effects of alcohol?

Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

Students demonstrate knowledge of and ability to evaluate alcohol's behavioral effects in order to make responsible decisions about drinking.

18

18

CONCERNS	OBJECTIVES THAT MEET CONCERNS	CURRICULUM INDEX PAGES
<u>Reasons:</u>		
Why do people drink or abstain?	Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.	22
What effects does alcohol advertising have on people's attitudes and behaviors?	Students demonstrate knowledge of and ability to evaluate the effects of alcohol advertising on people's attitudes and behaviors in order to make responsible personal and public policy decisions about drinking.	24
What is the relationship between alcohol and being "grown up?"	Students demonstrate knowledge of and ability to evaluate the relationship between alcohol use and maturity in order to make responsible	24

3. Select and Order Activities (Create Curriculum Outline)

a) Select which Activities to teach:

The teacher and students now turn to the pages of the Curriculum Index that list the Activities that will achieve the objectives and selects those that will best achieve them. The teacher might, for example, select and circle the following Activities in order to meet the objectives on effects and reasons:

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
		<i>good activity for these kids - their parents drink socially</i>	100	Students interview their parents asking what effects alcohol use has on them.
			101	Students conduct a poll to discover how much misinformation people have about alcohol's effects.
			102	Students research alcohol's behavioral and/or physical effects.
			103	Teacher lectures on effects of alcohol.
			104	Teacher lectures on different kinds of denatured and methyl alcohol and their effects.
			105	Students respond to questions about alcohol myths and teacher corrects any misinformation.
			106	Students read and discuss fictional accounts of the physical effects of excessive drinking.
			107	Students read and discuss fictional accounts of alcohol's behavioral effects.
			108	Students read and discuss fictional accounts of the effects of alcohol on sexual behavior and desires.
			109	Students read different descriptions of the behavioral and/or physical effects of alcohol use and compare findings.
			110	Students read self-testing pamphlet <u>Alcohol</u> and discuss reading in small groups.

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
		<i>good introductory and motivating activity</i>	111	Students observe the effects of alcohol on fish.
			112	Students observe the effects of alcohol on rats.
			113	Students compare the rate of alcohol

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION
			94	Students develop and play word games using alcohol terminology.
			106	Students read and discuss fictional accounts of the physical and/or behavioral effects of excessive drinking.
			107	
			108	
			115	Students trace the passage of alcohol through a diagram of the body.
			116	Students take written quiz or test on alcohol's physical effects.
			117	Students take written quiz or test on alcohol's behavioral effects.
			118	Teacher and students evaluate student attitudes toward alcohol's effects.
Having studied alcohol's effects, students are now in a better position to understand why people drink or abstain from alcohol. It is also important to understand why people drink in order to make responsible personal decisions about one's own drinking behavior and to make responsible decisions on how to respond to other people's drinking behavior.				
III. Why People Drink and Abstain		<i>audiovisual media will help motivate students</i>		
8th grade				
A. Reasons	173-174 190 200-206	Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.	41	Students view and discuss film on why people drink.
B. Drinking and Maturity	200-206	Students demonstrate knowledge of and ability to evaluate the relationship between alcohol use and maturity. Concern Addressed: What is the relationship between alcohol and being "grown up"? ("If I don't drink, the kids will say I'm a little baby.")	47	Students discuss relationship between drinking and maturity.
C. Effects of Alcohol Advertising	156-158	Students demonstrate knowledge of and ability to evaluate the effects of alcohol advertising on people's attitudes and behaviors in order to make responsible personal and public policy decisions about drinking.	38	Students develop collages or mobiles illustrating maturity or immaturity and discuss relationship between drinking and maturity. <i>Kids are interested in advertising already</i>
			58	Students research and discuss reasons people do and should drink as portrayed by alcohol advertisements.
			59	Students evaluate the validity of claims made by alcohol advertisements.

After initial selection from the Index, the teacher can remove these Activities from the looseleaf collection of Activities and examine them in further detail.

b) Decide order for Activities.

The teacher then decides the order in which to teach the Activities he has chosen. An easy way to do this is to shuffle around the Activities he has removed and place them side by side on a desk or floor until they are in an order that is logical and satisfying (mixes teaching methods, begins with good motivating Activities, etc.). Or, the teacher can write the Activity numbers with brief descriptions next to them on a sheet of paper and indicate in which order he expects to teach them:

Order of
Activities Effects

#1 - 111 - Students watch effects on fish
(good motivator and basic know-
ledge)

#2 - 100 - Students interview parents....

Reasons

#4 - 41 - movie....

#3 - 58 - Students research reasons
ads imply people drink....

c) Fill in Curriculum Outline sheets.

The teacher now fills in blank Curriculum Outline sheets (by xeroxing the one provided with the instructions to the looseleaf Activities or using one of his own) with the appropriate information (objective and concerns addressed, Activity description and time needed for each Activity) that can be found on the individual Activity sheets. The following page shows a sample Curriculum Outline sheet dealing with effects and reasons for drinking as it might be filled out in completed form by a teacher.

CURRICULUM OUTLINE SHEET

Page: 1

EIGHTH GRADE ALCOHOL-TRAFFIC SAFETY CURRICULUM OUTLINE

OBJECTIVE AND CONCERNS	ACTIVITY NUMBER, DESCRIPTION, AND COMMENTS	CLASS TIME
Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects. <u>Concern Addressed:</u> What are the physical and behavioral effects of alcohol use?	111 Students observe the effects of alcohol on fish. (Activity is a good motivating and introductory one for raising issues of alcohol's effects.)	1 class
Same as the above.	100 Students interview their parents asking what effects alcohol use has on them.	3 classes
Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain. <u>Concern Addressed:</u> Why do people drink or abstain?	58 Students research and discuss reasons people do and should drink as portrayed by alcohol advertisements. 41 Students view and discuss film on why people drink.	1½ classes ½ class

d) Adapt Curriculum Outline to time available.

The teacher can now compute how much time his Curriculum Outline will take to teach by adding up the number of periods listed in the right hand column of his Curriculum Outline. If this time required is more than he has available, he must either omit some Activities entirely and/or decrease the time devoted to some and indicate this on his Curriculum Outline. On the following page is an example of how a teacher and his students might omit an Activity and decrease the time devoted to an Activity.

EIGHTH GRADE ALCOHOL-TRAFFIC SAFETY CURRICULUM OUTLINE

OBJECTIVE AND CONCERNS	ACTIVITY NUMBER, DESCRIPTION, AND COMMENTS	CLASS TIME
Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects. <u>Concern Addressed:</u> What are the physical and behavioral effects of alcohol use?	111 Students observe the effects of alcohol on fish. (Activity is a good motivating and introductory one for raising issues of alcohol's effects.)	1 class
Same as the above.	100 Students interview their parents asking what effects alcohol use has on them.	1 class <i>cut to 2 periods</i>
Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain. <u>Concern Addressed:</u> Why do people drink or abstain?	58 Students research and discuss reasons people do and should drink as portrayed by alcohol advertisements. ~~41 Students view and discuss film on why people drink.~~ <i>omit - not enough time</i>	1 1/2 classes 1 class

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 2 periods

ACTIVITY #: 100
TOPIC: Effects: behavioral and physical
METHOD: Independent Study; interview

CORE ACTIVITY:

Students interview their parents asking what effects alcohol use has on them.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, researching.

OTHER: Administration permission for or awareness of this Activity may be necessary. Teacher may want to write parents in advance to explain the Activity.

ACTIVITY:

A small group of students draws up a list of questions to ask their parents about how alcohol affects them. A sample question is: Which of the following usually happens to you after two cans of beer, two drinks of whiskey, one martini, or two glasses of wine: (circle all appropriate answers)

get sleepy nothing get more talkative
get silly get angry feel happier
get warmer

Students decide what relationships to study such as: sex, ethnic group, and drinking experience and habits. (1/2-1 class)

After conducting interviews, students tabulate results and make correlations (1 class). Lastly, group prepares analytical and critical report (1-2 classes) and presents it to the class, responding to questions and comments from class and the teacher. (1/2 class)

change activity from independent study to class activity - reporting becomes unnecessary

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

• Groups can write up results into an article for submission to school newspaper

• Activity can be conducted by an entire class. Or two or more small groups can conduct their own interviews and compare findings; or parents can be invited to talk with the class.

D. ALCOHOL-TRAFFIC SAFETY CURRICULUM OUTLINE

TRAFFIC SAFETY CURRICULUM OUTLINE

This Curriculum Outline is a complete six week, 7th through 9th grade, curriculum focusing on issues of driver and pedestrian safety. It serves two functions:

1. It is an example of what teachers who wish to develop their own curriculum outlines can expect their final products to look like. Teachers should, of course, feel free to create their own curriculum outline formats, if they prefer.
2. It offers teachers the opportunity to directly implement a complete traffic safety curriculum in their classes without going through the process of developing their own curriculum or using the Curriculum Index. As such, it can be used by those teachers who:
 - want to focus on alcohol-traffic safety objectives; and who
 - do not have the time available to develop their own tailor-made curriculum outline.

This Curriculum Outline has been carefully designed to produce generally accepted alcohol-traffic safety objectives using those classroom teaching methods and media most likely to achieve them. It also includes motivating, review and evaluation activities. The appropriate content literature relevant to each Activity can be found by consulting the content literature page reference on the looseleaf Activity sheets.

This Outline can be appropriately implemented in social studies and health education classes. Literature activities can be taught in a coordinated program with the English curriculum. For a more detailed discussion of subject area considerations, see pages 261-269 of the Cross Reference.

The Curriculum Outline is geared for ten to eleven class periods for each grade. If a teacher has less time at his disposal, he should retain those Activities suggested in the Curriculum Outline that most accurately reflect the concerns of his students and those which are most likely to motivate them to learn effectively -- in particular, student-centered Activities, such as role plays, independent study, interviews, polls and small group discussions.

Although a three year curriculum is offered here, teachers should be sensitive to the danger of repeating the same materials and approaches

over and over again each year, with the result that students greet the next year's course with, "No, not again!" There are enough alcohol issues of concern to most students and enough diverse teaching methods for exploring them for the careful teacher to make each year's course a unique and exciting learning experience.

CURRICULUM OUTLINE SHEET
SEVENTH-GRADE ALCOHOL-TRAFFIC SAFETY CURRICULUM OUTLINE

OBJECTIVE AND CONCERNS	ACTIVITY NUMBER, DESCRIPTION, AND COMMENTS	CLASS TIME
Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain. <u>Concern Addressed:</u> Why do people drink or abstain?	63 Students study the use of alcohol in cooking and its food value. (Activity is a good introductory and motivating one for raising issues of why people drink and what alcohol's effects are.)	2 classes
Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects. <u>Concern Addressed:</u> What are the physical and behavioral effects of alcohol use?	93 Students write description of the "dumbest" and/or "greatest" thing they have read about or seen someone do after drinking excessively. 89 Students describe the effects of alcohol use on people they know, including themselves. (These two Activities can be combined in a class discussion of alcohol's effects)	1 class 1 class
Same as the above.	86 Students view and discuss audiovisual materials on alcohol's effects. 97 Students experience some of the physical effects of alcohol use in a simulated fashion. (Activity also introduces subject of traffic safety.)	1 class 1 class

CURRICULUM OUTLINE SHEET
SEVENTH-GRADE ALCOHOL-TRAFFIC SAFETY CURRICULUM OUTLINE

OBJECTIVE AND CONCERNS	ACTIVITY NUMBER, DESCRIPTION, AND COMMENTS	CLASS TIME
Students demonstrate knowledge of and ability to evaluate the effects of alcohol use on traffic safety.	11 Guest speaker discusses the relationship between drinking and driving.	1 class
Concern Addressed: What effects can drinking have on driving, on riding as a passenger, and on walking as a pedestrian?	2 Students discuss ways in which alcohol use might affect driving ability.	1 class
Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety.	24 Students role play situations in which they, as parents, discover their son or daughter driving after drinking excessively or riding with a driver who has been drinking excessively.	1 class
Concern Addressed: What should I do about people who drive after drinking too much and people who ride with drivers who have drunk too much?	85 Students create collages illustrating physical and behavioral effects of alcohol.	3 1/2 classes
The following Activities are designed to evaluate whether the above objectives have been achieved and the concerns met.	16 Students take written quiz on the effects of drinking on traffic safety.	1 class
	81 Students answer questions about the value of the course.	1 class

CURRICULUM OUTLINE SHEET **EIGHTH-GRADE ALCOHOL-TRAFFIC SAFETY CURRICULUM OUTLINE**

OBJECTIVE AND CONCERNS	ACTIVITY NUMBER, DESCRIPTION, AND COMMENTS	CLASS TIME
Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects. <u>Concern Addressed:</u> What are the physical and behavioral effects of alcohol use?	111 Students observe the effects of alcohol on fish. (Activity is a good motivating and introductory one for raising issues of alcohol's effects.)	1 class
Same as the above.	100 Students interview their parents asking what effects alcohol use has on them.	3 classes
Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain. <u>Concern Addressed:</u> Why do people drink or abstain?	58 Students research and discuss reasons people do and should drink as portrayed by alcohol advertisements. 41 Students view and discuss film on why people drink.	1½ classes ½ class

CURRICULUM OUTLINE SHEET
EIGHTH-GRADE ALCOHOL-TRAFFIC SAFETY CURRICULUM OUTLINE

OBJECTIVE AND CONCERNS	ACTIVITY NUMBER, DESCRIPTION, AND COMMENTS	CLASS TIME
Students demonstrate knowledge of and ability to evaluate effects of alcohol use on traffic safety. <u>Concern Addressed:</u> What effects can drinking have on driving, on riding as a passenger, and on walking as a pedestrian?	3 Students discuss situations in which alcohol abuse might hinder quick action. 114 Students complete story and discuss how they can tell if someone is drunk. (Teacher relates this problem to issue of what to do if students are about to ride with a driver or are already riding with a driver who they have determined is drunk.)	$\frac{1}{2}$ class 1 $\frac{1}{2}$ classes
Same as the above.	9 Students research the role of alcohol in auto-mobile, pedestrian and household accidents.	2 classes
The following Activities are designed to evaluate whether the above objectives have been achieved and whether the above concerns have been met.	22 Students role play situation in which they are passengers in a car driven by a driver who has been drinking excessively. 16 Students take written quiz on the effects of drinking on traffic safety. 81 Students answer questions about the value of the course.	$\frac{1}{2}$ class $\frac{1}{4}$ class $\frac{1}{4}$ class

CURRICULUM OUTLINE SHEET
NINTH-GRADE ALCOHOL-TRAFFIC SAFETY CURRICULUM OUTLINE

OBJECTIVE AND CONCERNS	ACTIVITY NUMBER, DESCRIPTION, AND COMMENTS	CLASS TIME
Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects. Concern Addressed: What are the physical and behavioral effects of alcohol use?	106, 107 Students read fictional accounts of the physical and behavioral effects of alcohol use. (Activity is a good motivating and introductory one for raising issues about alcohol's effects and why people drink.)	1½ classes
Same as the above.	94 Students develop and play word games using alcohol terminology.	1½ classes
Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain. Concern Addressed: Why do people drink or abstain?	42 Students discuss why adults and teenagers drink and distinguish between appropriate and inappropriate reasons for drinking. 55 Students take a poll on their experiences with alcohol.	1½ classes ½ class

CURRICULUM OUTLINE SHEET
NINTH-GRADE ALCOHOL-TRAFFIC SAFETY CURRICULUM OUTLINE

OBJECTIVE AND CONCERNS	ACTIVITY NUMBER, DESCRIPTION, AND COMMENTS	CLASS TIME
Students demonstrate knowledge of and ability to evaluate alcohol's effects on safety areas other than traffic. <u>Concern Addressed:</u> How can alcohol hurt me besides in traffic accidents?	12 Students discuss what household activities might be dangerous to perform by someone who had been drinking excessively. (Activity is a good lead-in to discussion of alcohol-traffic safety issues.)	1 class
Students demonstrate knowledge of and ability to evaluate effects of alcohol use on traffic safety. <u>Concern Addressed:</u> What effects can drinking have on driving, on riding as a passenger, and on walking as a pedestrian?	18 Students view filmstrip that treats alcohol and traffic safety issues.	1 class
Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety. <u>Concern Addressed:</u> What should I do about people who drive after drinking too much and people who ride with drivers who have drunk too much?	18 Students discuss best course of action to take if they are about to ride with a driver who has been drinking excessively. 23 Students role play situation in which a friend who has been drinking excessively is about to drive.	1 class 1 class

CURRICULUM OUTLINE SHEET
NINTH-GRADE ALCOHOL-TRAFFIC SAFETY CURRICULUM OUTLINE

OBJECTIVE AND CONCERNS	ACTIVITY NUMBER, DESCRIPTION, AND COMMENTS	CLASS TIME
The following Activities are designed to evaluate whether the above objectives have been achieved and whether the above concerns have been met.	25 Students complete unfinished stories by writing in the omitted part and thereby resolving an inter-personal dilemma. 16 Students take written quiz on the effects of drinking on traffic safety. 81 Students answer questions about the value of the course.	½ class ¼ class ¼ class

III. RESOURCES

- A. Flow of K-12 Student Concerns
- B. Handling Problems
- C. Teaching Methods
- D. Content Literature
- E. References

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A. FLOW OF K-12 STUDENT CONCERNS

4

FLOW OF STUDENT CONCERNS

Elementary Level: 4-6 *

Junior High Level: 7-9

Senior High Level: 10-12

Drinking and Driving:

What effects can drinking have on driving, riding as a passenger, and being a pedestrian? _____

What should I do about people who drive after drinking too much and people who ride with drivers who have drunk too much? _____

What should and what will my parents do if I drive after drinking too much or ride with a driver who has drunk too much? _____

Legend:
 _____ solid lines indicate concerns that span more than one grade grouping.
 _____ dotted lines indicate concerns that higher grade groupings may share if they have not been adequately dealt with in earlier grades.

Who is, and who should be responsible for alcohol-traffic safety problems? What can be done about these problems?

What are and what should be the laws about drinking and driving? What are and what should be the penalties for illegal drinking and driving?

Safety:

How can alcohol hurt me besides in traffic accidents? _____

Effects:

What are the physical effects of alcohol? _____

What are the behavioral effects of alcohol? _____

What does alcohol do to sexual behavior, desire, and image?

Reasons:

Why do people drink or abstain? _____

What effects does alcohol advertising have on people's attitudes and behaviors? _____

What is the relationship between alcohol and being "grown up"? _____

Interpersonal:

What should I do about other people who drink, don't drink, or drink too much? _____

What are and what should be the rules parents make about drinking? Why do they make these rules? What are and what should be the punishments for breaking them? _____

* Elementary concerns about alcohol for K-3 are either infrequent or sporadic. Teachers who want more detailed information about potential K-3 concerns can consult the elementary level Manual in this series.

Elementary Level: 4-6

Junior High Level: 7-9

Senior High Level: 10-12

Interpersonal (Cont'd):

How do I and how should I handle pressures from my friends to drink or abstain? _____

How much and what do people drink? _____

Should I influence the government and other institutions on alcohol issues? How can I effectively do this?

Attitudes and Feelings

What are and what should be my feelings about drinking and abstaining? _____

What feelings should I have when I am with someone who is drinking, drunk, or a problem drinker? _____

Why do people disagree about alcohol issues? _____

Alcohol Industry:

What is alcohol? What is it used for? _____

How is alcohol made? _____

What rules are there and should there be about alcohol advertising? _____

What rules should there be about alcohol sales?

Problem Drinking:

What is the relationship between social drinking, problem drinking, and abstention? When does drinking become a problem?

How should I and others feel about alcoholics?

Why do some people lose control over their use of alcohol?

What does it feel like not to be able to control one's use of alcohol? What can happen to someone who loses control of his drinking?

What can someone do about his drinking problem? What is and what should be done for problem drinkers?

Law and Custom:

What are the possible alternate drinking behaviors that societies can practice and promote?

What are and what should be the non-traffic alcohol laws? What actions are and what actions should be taken against people who break these laws? What should be the legal drinking age?

B. HANDLING PROBLEMS

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Teachers of an alcohol curriculum may encounter certain problems which it may be helpful to anticipate.

1. Class Arrangement Problems

A Concern-Centered Alcohol Curriculum that emphasizes students talking with and learning from each other is most effectively implemented in a classroom whose seating arrangement and other fixtures are used flexibly to accommodate different situations. In small group discussions, desks, when feasible, should be placed into small circles. In class discussions, a large circle is usually desirable. During independent study projects, they should be arranged in any way the students find helpful for conducting their research.

2. Student Problems

a) Advice seekers. Any teacher who effectively implements a Concern-Centered Curriculum on alcohol can expect some students to approach him before or after class or during the school day with personal and/or family alcohol problems. The best ways to respond are to:

- Be completely honest. Students can detect insincerity and hypocrisy very quickly. This does not mean telling them everything you feel or believe or answering all their questions about your private life. It does mean telling students you don't want to express your opinion on an issue, if you don't, and saying you won't answer some or all questions about your personal drinking behavior, if you don't want to.
- Avoid giving personal advice. This is hard to do since it is what students often want most. Unfortunately, giving advice in an alcohol curriculum rarely helps students because:
 - it excuses the student from responsibility for his decision if he does take your advice;
 - it discourages students from solving their own alcohol problems and asking the right kinds of questions from adults; and
 - if misinterpreted, the teacher may be held accountable for what students do.

- Offer information, clarify ideas, suggest methods for finding more answers (research, sources of help), and ask students leading questions ("Why are you afraid to drink?") so that they learn to cope with their problems, where possible, by themselves.
- Avoid moralizing about alcohol. It never works for long. In any case, the objective of alcohol education should be that students learn to come to their own moral conclusions.

b) Discipline. An alcohol curriculum that involves the open discussion, role play, and independent study of controversial alcohol issues can raise discipline problems with some students. Some students see this approach as an opportunity to test the limits of their new-found freedom. If done effectively, however, the open approach in time eliminates many discipline problems, since they frequently stem from boredom, frustration and resentment at irrelevant content and dull teaching methods. Patience and persistence on the part of the teacher in using this approach are essential to students becoming comfortable with small group discussions, role plays, etc. and to their coming to see these as effective ways to learn, as well as just enjoyable opportunities to talk.

c) Noise. Noise is often a concomitant of independent study, role play and small group discussions of controversial issues. Students often cannot talk and argue with each other about alcohol problems with perpetual aplomb any more than adults can. If the noise level bothers the administration or teachers next door and you feel you cannot ignore their complaints, it is often effective to honestly explain to the students your predicament and that they will have to argue at a more acceptable noise level.

3. Administration Problems

Some school administrators, from department heads to school committeemen, become concerned when controversial alcohol issues are raised in an open discussion way. They may fear parent complaints or noisy classrooms. They may be hesitant to admit that "their" students have or will have an "alcohol problem" or they may believe the school cannot solve or should not attempt to solve problems involving "personal" decisions and behaviors.

Whatever the causes of an administrator's uneasiness, teachers can ward off many problems and, in the process, actively facilitate the achievement of their objectives in a variety of ways:

- a) Attempt to actively involve parents and administrators in the curriculum -- both in its development and implementation. Possibilities here include:
 - soliciting suggestions and ideas from parents on what they would like included in a curriculum on alcohol by writing them a brief note and asking them to respond in writing or calling you;
 - submitting the Curriculum Outline to selected parents and to appropriate administrators for criticism and suggestions;
 - soliciting suggestions and ideas from appropriate administrators on what they would like included in a curriculum on alcohol;
 - inviting administrators to discuss alcohol issues with your class and inviting parents to sit in on classes and participate in discussions, and
 - soliciting help and suggestions from community agencies and programs that deal with alcohol and safety problems.
- b) Inform appropriate administrators in advance of any planned classroom activities that may generate parent phone calls so that the administrator is able to indicate to the parent that he is aware of the activity and can explain its purposes and wholesomeness.
- c) Write a memo to the students' parents outlining what you plan to teach about alcohol, how you expect to teach it, and why. Invite them to phone or visit you at school for further information. Students can take these memos home to their parents, they can be mailed directly or distributed on parents' night. Most parents will appreciate being spontaneously informed and consulted on their children's education. Rather than stimulating a raft of irate parent calls, this approach usually avoids the surprised anger of the one or two parents who become furious after inadvertently "discovering" what their children are being taught. In this memo, invite parents to observe your classes.

4. Teaching Issues

- a) Required teacher capabilities. In order to implement an alcohol curriculum effectively, a teacher needs certain capabilities. These are:

- sensitivity to students' concerns and feelings;
- creativity to develop, adapt and implement appropriate learning activities;
- respect for intelligent and informed differences of opinion;
- sound knowledge of the basic content necessary to teach a given alcohol topic;
- resolution of any major personal conflict about alcohol issues;
- objectivity needed to avoid moralism, and
- ability to create an open atmosphere in the classroom.

b) Class atmosphere. An open classroom atmosphere is, perhaps, the most difficult task many teachers will face in implementing an alcohol curriculum. It is also a crucial one, for students will not be able to explore their concerns freely unless they feel their classroom is an appropriate place in which to discuss personal feelings and opinions honestly. Some methods for facilitating an open atmosphere in the classroom are to:

- Welcome all student opinions non-judgmentally. This does not mean simply tolerating divergent views; it means actively soliciting them by:
 - indicating that on most issues in alcohol and alcohol safety there are no "right" or "wrong" answers;
 - explicitly asking students to express their views and feelings and indicating that while you of course have opinions and feelings of your own you will not express any judgments of what the students say nor are you interested in judging what they say;
 - asking open-ended questions, such as, "Is it all right to get drunk or not?" rather than, "Why is it wrong (or right) to get drunk?";
 - insisting that when a student answers an open-ended question, that other students, not the teacher, respond to his opinions and feelings; and
 - including in quizzes and tests opinion questions that are not graded on the basis of what opinions students express but are either ungraded or graded on the basis of how well the opinions were substantiated and argued.

- Repeatedly encourage students to address their opinions to each other and continually urge students to respond to each other's comments and to avoid directing their statements to the teacher. (See Teaching Methods, "Discussions: II. Class Discussions," pp. 98-100.)
- Have students discuss issue-oriented questions in small groups where emphasis is placed on expressions and substantiation of opinions. (See Teaching Methods, "Discussions: I. Small Group Discussions," pp. 94-100.)
- Ignore occasions when students seem to "get off the track" in a discussion and instead talk about feelings that seem unrelated to the alcohol issue at hand. Often these so-called "irrelevant" opinions and feelings are the basis for students' (and adults') feelings about alcohol. For example, a discussion of whether man has free will can be significant in shaping one's feelings about whether alcoholics and problem drinkers are morally "debased" or ill people.
- Assign and encourage students to read fictional and autobiographical literature where the emphasis is on expression of feelings.

c) Objectivity. Another ingredient in stimulating an open atmosphere in a classroom is for the teacher to be as scrupulously objective as possible. Being objective is indispensable to a successful alcohol curriculum because:

- Most students "turn off" and fail to learn when preached at because:
 - they are insulted by the teacher's assumption that given the facts, they are too "dumb" to form their own moral judgments, and
 - they have seen too much adult hypocrisy to accept moralizing from most adults. They realize many teachers are afraid to express their real feelings to students (e.g., "I like to get high once in a while at a party") and so mistrust teacher moralizing on any issue.
- Moralizing is redundant in an alcohol curriculum because most students already know what adults publicly claim is "right and wrong" on major alcohol issues.
- In many cases, "morals" are personal judgments with no universal applicability.
- Students need to learn how to come to their own moral conclusions.

- Students may agree with the teacher merely to get good grades.
- Students may see the teacher as role model and may parrot his behavior instead of forming independent judgements.

The best ways to remain objective are to:

- Avoid moral judgements about alcohol, such as, "It's wrong to drive while under the influence," as opposed to "It's dangerous to drive while under the influence."
- Tell students who ask "Do you think it's wrong to..." that they must form their own conclusions and, if appropriate, elaborate on why.
- Include what a majority of Americans feel are the positive aspects of alcohol use.

d) Students from abstinent or problem-drinking families. Most classes will contain one or more students from homes that advocate and/or practice abstinence or from homes that have one or more problem drinkers in the immediate family. These students may react to class discussions on alcohol with anxiety or confusion. They may be upset to have what they feel are personal problems explicitly discussed, even though no one may be aware of their family situation. Students may also become confused if their accepted views about alcohol are treated by the rest of the class and/or by the teacher as outdated, erroneous, ignorant or immoral. The student from an abstinent home may be unable to understand why the class and teacher assume that moderate drinking is legitimate or even useful. Students from a problem drinking family may be upset to find the teacher treating problem drinking as an illness when they have been brought up to feel it is a moral failing.

There are a variety of ways teachers can cope constructively with these problems. In the case of students from abstinent homes, the teacher can (whether he knows of their presence or not):

- Make it clear that abstinence is a perfectly legitimate approach to alcohol.
- Indicate that moderate and responsible use of alcohol is also a legitimate approach to alcohol in the opinion of many people, including officials of the National Institute

on Alcohol Abuse and Alcoholism, but that there are other people who disagree with this point of view and feel any use of alcohol is dangerous, immoral, or both. The teacher can go on to make clear that the purpose of classes on alcohol is not to encourage anyone to drink or to abstain but to encourage students to approach alcohol responsibly, leaving it up to the individual student to decide whether his method for accomplishing this is through moderate use or abstinence. The important distinction to make (and it can be made to any parents of abstinent persuasion who question the curriculum) is that while responsible use of alcohol is treated in the curriculum as one legitimate approach to alcohol, it is not the teacher's nor the school's objective to promote moderate drinking as opposed to abstinence. That choice is up to the student. The teacher is, however, attempting to discourage the irresponsible use of alcohol.

- Indicate that if a student truly finds the curriculum repulsive to his personal beliefs he may indicate this to a guidance counselor and request permission to absent himself from the classes. Students may be reluctant to do this for fear of revealing their sensitivity to the class or to the teacher, but the opportunity should nevertheless be made available to them.

In the case of students from families with problem drinkers, the teacher can (again, whether he knows of their presence or not):

- Make it clear that problem drinking is being discussed so that students can learn to recognize problem drinking in order to avoid irresponsible use of alcohol themselves and in order to be able to identify it as soon as possible in others and seek to help them.
- Indicate that the topic may be unpleasant for some students but that discussion of it is one way to learn how to cope with it. Refusing to face the issues involved rarely solves this type of personal and family problem.
- Indicate that if a student truly finds the curriculum upsetting he may indicate this to a guidance counselor and request permission to absent himself from the classes. A student may be reluctant to do this for fear of revealing his family problem to the class or the teacher, but the opportunity should nevertheless be made available to them.

e) Drinking experience. Some teachers are concerned when their students have had more experience with alcohol than they have. The teacher may find his book-learned information contradicted by a student's graphic account of his own experiences. The most useful response in this dilemma

is for the teacher to explain where he got his information and admit that he might be in error. The teacher can try to verify the student's comments by consulting other students, adults, or books and report his findings back to the class. It is valuable for students to see that their teachers can admit to errors and lack of knowledge.

Teachers who have had and may continue to have considerable alcohol experience need not conceal this information from students unless they have good reason to be afraid of parent or administration reprisals or they feel this aspect of their personal life is not for student consumption.

Teacher admission of experience with, or ignorance about, alcohol will not negate his teaching efforts. Lying about them will.

f) Teacher training. How can teachers develop or obtain the necessary teaching capabilities to offer alcohol instruction productively? All of the qualities enumerated earlier in this section are, of course, extremely useful if not indispensable to the classroom teacher of any subject, and most teachers acquire them through practice, including trial and error. The best initial (and for many teachers this is sufficient) training needed to teach about alcohol, therefore, is teaching experience itself. This experience involves not merely the act of teaching, but also curriculum development, listening to students, and sharing ideas with other teachers.

However, there are many teachers who could either acquire the necessary skills and information or improve them through workshops in teaching and curriculum development. Ideally, teachers from any subject area involved with alcohol education should participate in workshops designed to help them assist students explore their concerns. Teachers can suggest such workshops to their department heads, curriculum coordinators, and administrators. They can contact state departments of health and education to determine the availability of such programs.

Finally, certain Activities, involving literature or science, for example, may require an expertise that can be met by consultation with other appropriate faculty members.

C. TEACHING METHODS

INTRODUCTION

This section contains suggestions on how teachers can best implement the major teaching methods for use in an alcohol and alcohol safety curriculum. The methods discussed are:

	<u>Page</u>
Art	87
Audiovisual	89
Debates	92
Discussions	94
small group	94
all class	98
Drama	100
games	100
role plays	104
Field Trips	108
Independent Study	111
Interviews	113
Lectures	115
Polls	116
Reading	120
Research	121
Science	124
Teaching	125
Writing	127

In a curriculum whose major goal is to influence attitudes and behaviors, teaching methods seem to be most effective when they:

- involve students actively,
- take the resources and learning methods of students into account, and
- are chosen by students.

Although all teaching methods, from role plays to lectures, have been integrated into the Activities in ways that are appropriate for

alcohol education, some of them, such as role plays, independent study, and small group discussions, are particularly useful for influencing attitudes and behaviors. Their particular value has been discussed in the following section. For others, such as lectures and class discussions, ways of including them effectively in this curriculum have been suggested. The following discussions relate each particular teaching method to the specific way in which it has been integrated into the individual Activities in the "cookbook."

ART

I. Collages

A collage is a poster containing a variety of pictures, written words, and other materials that expresses one or more ideas or themes. Collages are useful classroom activities in an alcohol and alcohol safety curriculum because:

- They require the artist to compare continuously his own feelings and ideas with those expressed in the pictures he searches through so that his final selections will exactly express his own feelings and ideas. Collages, in short, clarify ideas and feelings.
- They impress upon the artist the significance and subtlety of communicating ideas visually, and alcohol issues are subject to very effective visual communication, for example, in behaviors we exhibit and advertisements we see.
- They broaden the artist's perspectives on his ideas and feelings by stimulating him to consider the relationship between a topic and colors, sizes, shapes, and textures, a relationship that alcohol advertisements, for example, have long exploited.
- They require an artist to organize his thoughts about a topic in order to organize his collage. This organizing reveals overlooked relationships between different facets of his topic, for example, relationships between driving and drinking, punishment and rehabilitation.

When assigning a collage, the teacher may want to show a few samples on other topics so students understand what collages are like and see

collage-making as a normal classroom activity. The teacher will, also want to be able to provide plenty of magazines and newspapers from which students can obtain materials, as well as scissors, glue, different colored poster paper, cloth, leather and yarn.

After collages are completed, the teacher should ask students to pick at least one other student's collage and react orally to what the artist was trying to communicate about the alcohol issue depicted. The rest of the class should then add their responses. Collages also make good evaluations for testing how much students have learned about the following topics:

- alcohol's physical effects;
- traffic and household dangers resulting from alcohol abuse: what might happen if someone drank too much;
- why people drink, drink excessively or abstain, such as to relax, unhappiness, dislike of taste;
- how people drink, such as wine with meals, cocktail at a party, wine in religious ceremonies, whiskey in bars, and
- different uses of alcohol, such as for killing germs (anti-septic), rubbing alcohol, anti-freeze, drinking. Collage can distinguish between poisonous and non-poisonous type of alcohol.

II. Mobiles

A mobile is a collection of joined, but free-floating, objects hung from a ceiling or otherwise suspended. Mobiles provide the same educational values in an alcohol curriculum as collages but have the added advantages of incorporating three-dimensional objects and permitting movement between them.

The teacher will want to supply students with the same materials as for collages (see previous page) and, in addition, wire, thread, and coat hangers. A good frame can often be made from a coat hanger which facilitates balance (usually a problem with mobiles).

A culminating activity for collage- and mobile-making can be arranging them in hallways or as classroom displays. In addition, students can present an art show/lecture for students from other classes in which their creations are displayed and explained and questions from the invited students are answered.

AUDIOVISUAL

Audiovisual classroom activities have been unfairly relegated to the inferior status of "aids" when, in fact, they can and should be a vital part of many classroom lessons, particularly those dealing with social issues such as alcohol. Audiovisual activities have the potential in an alcohol and alcohol safety curriculum to:

- Promote learning about alcohol in ways that discussions and lectures cannot do as well. Audiovisual materials are really vicarious "field trips" that can develop understanding and emotional attitudes of great sensitivity. Audiovisual materials have an immediacy about them that is equalled only by great literature and personal experience. For example, films can help promote a sensitivity and understanding about alcoholism, an awareness of the dangers of drinking and driving, and an insight into the process of alcohol manufacture;
- Stimulate discussions and individual thinking through their ability to raise alcohol issues and arouse feelings about alcohol and alcohol use in vivid ways;
- Relate outside school activities with in-school activities when the materials are television, radio shows and advertisements;
- Offer a unique and effective medium for reinforcing and/or evaluating student learning about alcohol. Movies and slide tapes can be shown without sound with students supplying the missing parts. For example, they can be shown to reinforce and expand the learnings from a field trip to an alcohol beverage manufacture plant;
- Make experiences available to students that may be unattainable in any other way, such as alcohol manufacture, alcoholism treatments and skid row misery.

There are at least four different major kinds of audio-visual materials that are particularly relevant to an alcohol curriculum:

1. Films

Educational Films. When they avoid moralism and lecture techniques and present all sides of an issue objectively, or when they are deliberately one-sided, films designed for school use can promote significant learning about alcohol. A list of recommended educational films for an alcohol curriculum and locations for obtaining them can be found in the Bibliography on pages 281-283.

Suggested classroom Activities have been created for each film.

Commercial Films. There are many films that can be seen as reruns in local theatres or on television that portray alcohol use and offer discussion possibilities.

2. Filmstrips

These are series of related still shots. They can be shown in conjunction with a recorded text or paced according to the teacher's and/or students' narrative. A list of recommended filmstrips can be found in the Bibliography on pages 218-283.

3. Tape Recordings

Students can make their own tape recordings of role plays and interviews and replay them for class discussion and to hear themselves express ideas and feelings about alcohol.

4. Other Audiovisual Materials include:

- overhead or opaque projectors;
- television and radio;
- comics and cartoons; and
- charts, tables, graphs, diagrams, bulletin boards, slides.

There are certain valuable pointers to follow in using audiovisual materials in an alcohol curriculum:

- Materials should, whenever possible, be previewed by teachers, so that the teacher can "prep" the students, so that the teacher can eliminate any of the mediocre to atrocious materials available in the field of alcohol.

education, and make sure materials are appropriate to students' grade level and experience.

- Students should always be told in advance what to be looking for or what questions to seek answers to before the materials are seen or heard. The relationship of the activity to the unit should be made explicit. New words and concepts also should be written on the blackboard and explained so they can be referred to during the follow-up discussion after the presentation.
- Some materials should be seen or heard more than once for full benefit. Movies, filmstrips and recordings can all be interrupted for commentary, discussion, or questions.
- Written and/or oral discussion should follow presentation of every audiovisual material. Before passing on to other discussion points, it is often useful to discuss with students whether the material presented was honest or "phony." Students, like adults, are acutely aware that many audiovisual materials on alcohol topics are distorted, "loaded," incomplete or dishonest. Students will not learn much from materials unless they feel the source is trustworthy, or that the teacher is aware of any distortions. Discussion should follow on why parts or all of the material was distorted. Candor in this respect is essential on the part of the teacher or students will suspect bias in the entire course.

Some sources for audiovisual materials are:

- school or school system audiovisual departments
- state audiovisual departments
- college and university audiovisual libraries
- Encyclopedia Britannica Films, 1822 Pickwick Road, Glenview, Illinois
- student-developed materials: Students can develop and share with the class a variety of their own audiovisual materials including:
 - taped interviews
 - photographs
 - movies and slide tapes
 - drawings and cartoons

DEBATES

Debates are a useful learning method for studying the many controversial issues raised by an alcohol and alcohol safety curriculum, because:

- They motivate students to research in depth alcohol areas that concern them.
- They can encourage students to probe more deeply into their assumptions and opinions about alcohol in anticipation of and/or in response to the intense questioning of other students.
- They can inform participants of the arguments underlying different points of view.
- They can promote learning of alcohol content information because it is researched or heard in a meaningful context.
- They can develop the important skills of thought organization, communication and influencing.

Debates can be organized as an independent study or as a class activity in an alcohol curriculum. They can be highly structured or very informal. For example, as independent study, a group of four to eight students decides to formally debate a controversial alcohol topic. While the rest of the class engages in research projects of its own, the group divides itself into two or three sub-groups, each of which will defend one side of the issue. Each sub-group is responsible for researching its position. The two or three subgroups, together, must set up a structured time schedule for opening statements, rebuttals and concluding statements for the actual debate. They also have to agree on a system of judging. This entire process will normally require some assistance from the teacher, who, however, should not judge.

An informal class debate can be held, with or without prior student research, in which two or more groups choose or are assigned a point of view on a controversial issue and discuss it informally with each other in front of the class. This type of informal debate can be a good evaluation of what students have learned about a particular alcohol issue. The debaters face each other in front of the class and, without recourse to formal opening statements or time constraints discuss an issue, a la David Susskind, with the teacher or another student acting as moderator.

Controversial topics that students can debate include:

- Resolved that it is the responsibility of the automobile industry (or the driver, or the government) to prevent impaired drivers from driving.
- Resolved that it is the responsibility of any person about to ride with an impaired driver to prevent him from driving.
- Resolved that a .08% BAC in a driver should be legal proof of driving under the influence.
- Resolved that it is the host's responsibility at a party to prevent his guests from driving home impaired.
- Resolved that all alcohol advertisements (or those for "hard" liquor, or all TV alcohol ads, etc.) should be abolished (or restricted to certain hours, locations, etc.).
- Resolved that this community should make the sale of all alcohol beverages (or "hard" liquor, or sales in bars, etc.) illegal.
- Resolved that the legal drinking age should be ____.
- Resolved that parents should allow their children to drink in moderation when they are __ years old.
- Resolved that anyone who obtains alcohol for a minor should be held legally (and/or morally) responsible for anything the minor does while under the influence.
- Resolved that Alcoholics Anonymous (psychotherapy, shock treatments, "will power," etc.) is the most effective treatment for alcoholism.
- Resolved that all major industries should establish (at their own expense?) alcoholism rehabilitation programs for their problem drinker employees.
- Resolved that the state (or federal or local) government should establish a comprehensive alcoholism treatment program and pay for it from the taxes of the state (country, community).
- Resolved that policemen who encounter citizens who are drunk (or drunk and disorderly) should ignore (or arrest) them. Or: Resolved that public intoxication without (or with) disorderly conduct should not be a crime.
- Resolved that it is never all right to get drunk (or it is all right to get drunk to escape certain insoluble and temporary problems, etc.).

There is one potential handicap to learning effectively through debates. Students may end up believing that the issue being debated has one right and one wrong answer -- that is, debates can foster black and white thinking and limit students' perception of alternatives. This would be particularly unfortunate in an area like alcohol studies where so many issues can be approached from several different angles -- no one approach necessarily being the only "right" one.

The teacher can attempt to avoid this result by explicitly informing students that the issue being debated may be approached from several different points of view, not just the two or three that are being debated. Follow-up discussion can focus on these other points of view. In addition, debates can, and where possible should, be held between three individuals or groups advocating three different positions. For example, on the issue of local option, one group could support prohibition of "hard" liquor sales, a second could advocate sale of wine, beers, and whiskey, while a third could maintain that all three should be sold but only in package stores.

Following a debate the class should discuss:

- what participants and observers felt during the debate and why -- such as anger, defensiveness, and frustration;
- what participants and observers learned during the debate, and who had the best arguments;
- ways in which participants wished they had argued and ways in which observers would have argued had they been the debaters; and
- what other solutions exist for the problem discussed besides those debated.

DISCUSSIONS

I. Small Group Discussions

Introduction. One of the most useful teaching methods in an alcohol curriculum is to break classes down into small groups of students for intimate discussions. When carried out properly around an alcohol issue that concerns students, small group discussions can be very productive.

Utility of small group discussions.

- Small groups offer a more receptive setting than class discussions for students to express their feelings about alcohol, both in terms of the personal nature of such feelings and in terms of their strength. They often feel freer to express anger in arguing with a peer than with a teacher and less inclined to hide their real feelings about alcohol since they know they can't "con" their friends.
- They impress upon students that their opinions and information about alcohol are important and worth listening to -- the teacher is not the only, nor always the best, source of information and opinion. Small groups present an opportunity for students to learn from each other and to realize that there is a lot that they can teach each other.
- Small groups present the opportunity for awareness of alternative feelings toward and behaviors with alcohol that students may overlook or consider unimportant when expressed by an adult.
- There is much more concern with sharing opinions than with impressing the teacher or supplying him with the "right" answer.
- In small group discussions students can follow the natural flow of their concerns about alcohol -- moving freely from one topic to another, unfettered by teacher restrictions or feelings that they must stick to one topic only. Small group discussions are a good way for the teacher to uncover the alcohol issues that concern his students so he can build further activities around them.
- They offer a better opportunity to follow up arguments than a large class setting where 25 students may all want to chip in.
- They offer a better medium for shy students to express themselves than in a large and possibly threatening classroom situation. The smaller the group, the more it encourages individual participation.
- Small group discussions develop several important skill areas needed to cope effectively with alcohol issues, including cognitive (describing, analyzing, questioning, evaluating), affective (feeling concerned, feeling responsible, accepting, empathizing), and communication skills (arguing, influencing, listening).
- Small group discussions can break up the monotony of spending every class either writing or listening to the teacher.

Forming small groups. A useful approach to structuring small group discussions around alcohol issues is to present students with a scenario

and have them record, in no more than a page, how they would respond and why. For example, rather than ask students to "write your opinion on whether or not the drinking age should be lowered to 16," students should be told: "You are a state legislator and a Bill to lower the drinking age to 16 has come to the floor for a vote. How do you vote? Why do you vote that way? Or if you don't vote, why not?"

Two other approaches to obtaining student positions on an alcohol issue are to place them in the position of a "Dear Abby" columnist for a newspaper, or of a community Hotline answering service. Students can be asked to respond to letters seeking advice, such as "Dear Abby, I have been going to parties with this cute boy, but every time we go he gets drunk. What shall I do? Bewildered."

These position papers should be written a day or two before the actual discussion so the teacher has time to assign students carefully to small groups on the basis of their positions.

Several different considerations need to be balanced in forming the best possible small groups of students to discuss alcohol issues. One alternative is to let the students form their own groups. Usually this creates more problems than it solves. Friends stick with friends, the result being that students are frequently not exposed to different points of view. Introverted students may end up together, resulting in a continuous silence.

If the teacher decides to make the selections for the groups, the following factors should be balanced:

- The sex composition should be so arranged that no one is embarrassed by being the only girl or the only boy in the group, except for boys and girls who don't mind (and even relish) being the only member of their sex.
- All the talkative students should not be clustered in one group and all the silent students in another.
- Each group should be so balanced that conflicting points of view are represented about the alcohol issue being discussed.
- Depending on the class and the teacher, it is often wise at the outset not to place several discipline problems in the same group.

Arrangement of the room can be left up to the discretion of the individual teacher and the facilities available. One useful method is to assign each group to a part of the room and when they get there turn the now unoccupied desks into small circles.

Structuring the discussions. When the teacher has broken the students into small groups, he can return the position papers and pass out written instructions specifying what they are to discuss in their groups. These instructions can be put on the blackboard, if necessary. But some form of written directions is advisable.

The groups can be assigned at least two tasks and given a blank sheet of paper on which to record their responses.

1. They can be asked to try to resolve their differences on the alcohol issue. (E.g., what should one do if one is about to ride with an impaired driver?) If they can, they write their common solution on the blank paper. If they cannot agree, they can write down all the different positions they still hold.
2. They should be asked to discuss why they believe that their position on the alcohol issue is the "correct" one. These reasons can also be recorded. Normally, the attempt at resolving different positions involves consideration of why these positions are maintained, but it is useful for students to be explicitly told to probe into the reasons behind each student's position.

While these discussions are in progress, the teacher can move from group to group listening in, but interrupting only when necessary (to encourage a silent group; to discourage truly irrelevant discussions). In particular, he should watch for a tendency to reach agreement at the expense of serious discussion and questioning. The teacher may need to reinforce again and again that students should accept no statements or opinions about alcohol from their classmates without asking them why they believe them, even when there is general agreement. (People often agree on a position for very different reasons.)

Following up the discussion. At the end of the period, or whenever discussion wanes, the papers can be collected. At this point, there are several options that can be followed:

- The small group discussions can be continued in the following class, either around the same alcohol issue or some offshoot of that issue that seems to concern the students.
- A debate can be held between two groups who agree within themselves but not with each other.

All small group discussions should be followed by informing the class of each group's decisions, preferably by having each group report its results to the rest of the class and then respond to questions and criticisms from the class and the teacher. At times it may be appropriate to ditto the groups' conclusions and pass out a composite set to the class for future reference.

Conclusion. The success of small group discussion depends on many factors, some of which have been enumerated above. Perhaps the most important factor is the selection of alcohol issues for discussion that really do concern students. Students should therefore help decide what these should be.

II. Class Discussions

Normally, if a class can profitably discuss a controversial alcohol issue as a class, it can discuss the issue more profitably in small groups. Therefore, whenever possible, small group discussions should be used.

Class discussions are useful, however, when:

- A previous activity requires a follow-up discussion to synthesize what took place. For example, role plays always need follow-up discussion so that different students' perceptions, interpretations and feelings about what took place can be aired and summarized. Small group discussions also should be followed by class discussion so that students can learn and comment on what occurred in other small groups;
- The teacher feels that the discussion topic is complex and needs teacher guidance to assist students as they discuss it, and
- There are not enough talkative students in the class to make active small group discussions feasible.

When these conditions prevail, there is a type of class discussion that can be particularly effective in a curriculum that deals with controversial areas like alcohol and alcohol safety. This is student-directed class discussion. In this type of class discussion, students should be trained to address their comments to each other rather than to the teacher. When, for example, the teacher asks whether the drinking age should be lowered to 16, and one student disapproves, the next student comment should be directed at this previous student. In this manner, but at first with constant reminders, a teacher can moderate an alcohol discussion so that students communicate with each other. If a teacher chooses to adopt this approach, he should make it explicit to the students by telling them to direct their comments to each other before the discussion begins and by reminding them to do so whenever necessary. The skilled teacher will soon be able to encourage direct student-to-student communication with a forgetful pupil by a mere wave of the finger in the direction of the other student in the discussion.

The teacher can moderate this kind of class discussion as he sees fit, preventing excessive domination by a few students, pointing out circular arguments, and disallowing excessive unproductive irrelevancies.

At the end of a class discussion, (unless the class discussion was itself a summarizing activity) students should summarize orally or in writing the major points about alcohol that have been made and the teacher should give his general impression of what was achieved.

Class discussions are also useful when there is a class consensus on what could or should be a controversial issue, or when most or all students in a class take a certain point of view for granted and have never examined its underlying rationale. Examples outside the field of alcohol include the "superiority" of monogamy, monotheism, capitalism, and the nuclear family. Examples in the field of alcohol studies include:

- The "necessity" for having laws to limit drinking behavior, both for adults and minors,
- The belief that getting drunk often is unhealthy,
- The belief that drunk drivers should not be jailed,
- The belief that drunk drivers should be kept off the roads,
- The idea that youngsters should not get drunk.

When a consensus exists on an alcohol issue, the teacher can provoke a stimulating class discussion by playing devils' advocate and telling his class, for example, "There should be no laws prohibiting minors from drinking." As students formulate their rationales -- and different students may have very different rationales -- the teacher can force them to probe deeper and deeper into the foundations of their beliefs. The purpose of this approach is not, of course, to create confusion in the minds of pupils but to require conscious and substantiated rationales for holding strong positions on alcohol issues.

The teacher may need to make clear to the class that he does not necessarily believe in the position he is advocating to prevent misunderstandings that may result in parent complaints.

DRAMA

I. Role Playing

Introduction. Role playing is an extremely valuable method of learning used all too infrequently in the education process. When implementing a curriculum intended to alter students' behavior and attitudes, such as an alcohol curriculum, role playing becomes almost indispensable.

Essentially, role playing is an activity in which one person pretends he is someone else and acts in the way he believes that other person would act. Thus, a student can act as if he were a parent, a problem drinker or an automobile passenger -- that is, he can play the role of these other persons.

Unity of role playing.

1. Role playing offers an unusual opportunity to promote understanding and empathy between types of people who often have difficulty communicating effectively with one another, such as alcoholics and social drinkers, employers and employees, parents and children, and teachers and students. In an alcohol curriculum, students' understanding of the problems and attitudes of non-drinkers, problem drinkers, parents and other groups can be promoted by role playing these people. When students get involved in these roles by acting

them out they gain an insight into these peoples' problems and feelings that is difficult to achieve as profoundly in other ways.

2. Role playing allows students to experiment with drinking and non-drinking roles and personalities they may be unable to do in real life (due to lack of confidence, peer pressure, etc.). For example, the extremely shy girl who plays the role of a very outgoing girl her own age may get an opportunity to forget momentarily her shyness and experiment with a new role. Role playing allows students to "try on" personalities and roles in a non-threatening situation.
3. Role play confronts participants with the necessity for making decisions and attempting to influence people about alcohol and enables them to see some of the possible repercussions these decisions and attempts to influence people may have without having to suffer the actual consequences.
4. Role play encourages the development and expression of feelings about alcohol. This is particularly important in a curriculum dealing with an emotionally charged area such as alcohol.
5. Role plays can be an effective means of evaluating the success of prior alcohol learning by other methods, because they can indicate decision-making abilities and reveal attitudes.

Designing Role Plays

A. When to use role plays. Role play is most appropriately used to illustrate and explore relationships involving problems between people about alcohol and their attitudes toward alcohol issues. Some problem situations that lend themselves well to role plays are:

- Parents discovering their children drinking or having drunk and punishing them or not punishing them
- Students deciding what to do about being pressured at a party to drink
- Students faced with decision of riding with a drunken driver
- Employers questioning employees who have been tardy or absent due to suspected drinking problems in order to decide what to do
- Politicians or community workers deciding how to allocate funds for alcohol problems.

B. How to write role plays. The most important task in role play is getting people emotionally involved in their new roles. To help achieve this, the teacher must provide the student with a written "role profile" or description of the person whose role he will adopt. This role profile should:

- Be as brief as possible;
- Be written in the second person ("You have just caught your son drinking vodka." not, "The person you are playing is a parent who has just caught his son drinking vodka."); and
- Be given to students in advance of the actual role play if research or familiarity with the part is necessary.

The role profile should include enough concrete details so that the role is clearly structured and focused and the student understands the character he is to portray. To ensure this, the role profile should provide the student with:

- The motives and goals of the role ("You want your son never to touch alcohol until he is 21.");
- Obstacles in the way of achieving your goals ("Your son may try to get back at you by drinking again."), and
- Enough incidental information about the person to make him seem real to the student. ("You are 42 years old and have other sons, aged...")

C. How to write a "scenario." A scenario is a capsule history of the events that preceded the situation that is going to be role played. The scenario contains all the information that is common knowledge to all players. The last sentence sets the stage for the action of the role play. ("The father has just opened the door and seen his son try to put the bottle under the bed.") Students or teacher can write their own or take a story and omit the ending, with the students role playing possible completions.

Teaching Role Plays

A. Introducing role playing to students.

- A good way to introduce role play is to have students respond in writing to several scenarios such as those available in many of the discussion Activities, particularly in the Interpersonal Issues section.

- Another good way to introduce students to role play is to conduct "practice" role plays to familiarize them with the concepts and process involved.
- Begin by explaining to the class what role playing is and what it is intended to accomplish in an alcohol curriculum. Give an example.
- Practice with a sample role play in which students play their parts from their seats, using dialogue and no action. In fact, if students are unable to act out role plays even after several attempts, in-seat role plays can often be profitably used. In addition, students can use hand puppets for role plays if they are uncomfortable playing parts themselves.

B. Moderating a classroom role play activity.

- When introducing an actual role play activity, begin by passing out and/or explaining the scenario to the whole class.
- Ask for volunteers to play the roles. The teacher should avoid selecting students who volunteer to play roles that may be too emotionally upsetting for them -- for example, letting a student with an alcoholic parent play the role of the son of an alcoholic.
- Pass out the appropriate role profiles only to each participant.
- Before any action takes place, the teacher should instruct observers to save all comments and questions until the role play is over. Observers should be instructed to think about how they would act were they role playing.
- Before the action begins, the teacher must instruct participants that they have the right to call a "cut" in the action anytime they want without having to say why. This is to allow participants who feel they are getting too emotionally involved an easy "out" from what may, on rare occasions, be an unpleasant situation. The teacher also needs to be alert to the action and feelings of the role play and should not hesitate to call a "cut" if he feels the role play is arousing too much anxiety.
- While action is in progress, the teacher should not inhibit it by commenting on or altering the action.
- The role play ends when the participants have reached a logical ending point or the teacher cuts the action because it is dragging or has become irrelevant.
- Observing students can participate in longer role plays as 'reporters' who write down and/or later verbally des-

cribe what they saw and heard, comparing their accounts with each other and with what the role players felt occurred.

C. Following up a role play.

- Students can repeat the completed role play as it stands with different participants or with a new scenario and/or role profiles.
- Students should be encouraged to develop and use their own role plays and scenarios. Once attuned to the technique, students can often create role plays and scenarios about alcohol issues that contain a realism and relevance that the teacher may find difficult to attain.
- When an individual or series of role plays are over, the teacher should focus on the ensuing discussion on:
 - what the students' feelings were as they role played.
 - what their attitudes were toward the other players.
 - what different actions the observers might have taken were they in the role play
 - what the participants learned about the role they were playing and about the other roles.
- The teacher should avoid giving his opinion of whether the role played solution was "right" or "wrong" but concentrate instead on eliciting alternative solutions.

DRAMA

II. Classroom Games

Educational games harness the student's natural motivation to "play" and direct it for educational purposes. A game is a contest between adversaries (players) who act under constraints (rules) to achieve an objective (win). The player's "business" in a game is simply playing it to win; in educational games, learning is a natural by-product. The reason for this is that in order to play the game, players must learn the rules. Educational games are constructed so that the rules simulate a real-world process. Thus, by learning the rules of the game, players learn the process that is being taught. For this reason, educational games are highly motivating; initially, a student need not even be interested in the subject at hand so long as he enjoys playing games.

There are several types of educational games, including role-play games, board games and drill games.

- Role play games are used to teach processes involving much negotiation, compromise, conflict, etc. -- in general, human interaction. They differ from role plays, however, in that they are usually more structured (focusing on processes, not simply situations) and a winner (or several) is identified.
- Board games closely resemble commercial entertainment games in the paraphernalia they utilize (chips, boards, play money, etc.). They are applied to processes which benefit from graphic representation, such as alcohol manufacture (or urban development, etc.).

Most games are hybrids, in that they utilize role playing and boards, charts, etc. to record the progress and outcomes of human interactions.

- Drill games are placed in a separate category because the rules of the game do not necessarily simulate real-world processes and issues. Rather, the basic element of competition, common to all games, is utilized for motivational purposes in teaching or reviewing facts and concepts. For example, a game distinguishing the uses of methyl and ethyl alcohol is a motivating way of teaching and/or reviewing the subject. Drill games generally utilize boards, cards and other paraphernalia although the spelling bee is a classic example of one that does not.

Utility of Game Play

1. Educational games (even drill games) involve decision making, a necessary skill in the development of responsible attitudes toward and use of alcohol. Games encourage students to weigh the consequences of alternative decisions and develop effective strategies for winning. An important follow-up to game play is the discussion on why students acted as they did, why strategies proved effective, and what influenced them to choose one course over another. Students thus have the opportunity to "practice" decisions without actually having to suffer real-world consequences.
2. Educational games compress time and experience and therefore expose students to more decision making opportunities sooner than they would face in real-world situations and, most important, provide quick feedback on how effective their decisions were.
3. Games are motivating. Most students play to win. Therefore, drill games especially lend excitement to what might

otherwise be boring review exercises. Games also can serve as springboards for further study.

4. Games are "self-evaluating." Poor game performance can suggest to the teacher the need for further play (review) and/or other forms of reinforcement of learning. Although it is not their primary application, games can thus represent a diagnostic and evaluative tool. Another aspect of this is that effective game performance means success in the game. Students, by winning or doing well, are rewarded intrinsically, rather than extrinsically by the teacher.
5. Games provide special opportunities to learn and to perform well for students who have poor reading skills or other learning handicaps. Written information is often minimal; what is included must be utilized for successful game play. Motivation to read is thus built in since students need the information to play the game. Students who consistently fare poorly in conventional classroom activities often do well in games because effective strategies, whether arrived at by conventional or unconventional methods, or with skills normally not cultivated in class (such as negotiating), are rewarded. Thus, games often motivate previously apathetic students to improve poor student self-image and do better in non-game activities as well.
6. Games integrate students of diverse ability levels and encourage peer learning. Students learn the rules of the game from each other as they play and pick up good strategies from other players.
7. Games can also provide vicarious experience with alcohol, obviating to some extent the felt need for firsthand experience.
8. Games are self-playing. They require minimal supervision by the teacher. As players learn the rules, they learn the subject, or process, or facts. Also, players police each others' actions in their own self-interest. Permitting an incorrect move by another player can cost a player the game. Thus, students learn not only from their own moves but from close observation of those of other players.
9. There is usually no single right answer. Players must therefore experiment with many alternative strategies and decisions to discover which are effective under what circumstances.

Teaching Classroom Games

A. Introducing a game

- Display each different item of the game materials to the group(s) before play commences and explain the function of each very briefly.

- Assign roles (where appropriate) and distribute rules and other materials to players. Where a game involves few players, assemble several groups of players and distribute a set of game materials to each. Simultaneous play by the entire class is desirable, because if only one group plays, the rest of the class will generally want to watch rather than participate in other activities.
- Consider mixing students of different ability levels, particularly if teams of players perform as one actor. Slower students will learn from more able ones. Where a game calls for each player to act as an individual, the teacher may wish to keep the ability levels fairly close so that one or a few players are not at an obvious disadvantage.
- Demonstrate some sample game moves by asking one or a few players to select their first action.

B. Moderating play

- Circulate among the players, and clarify rules if they ask questions. Where possible, encourage students to come to their own decision about an ambiguous rule in terms of what would be logical and accurate for the process under study.
- Resist the temptation to correct a student about to make an incorrect or poor move. The game itself penalizes errors and rewards correct or effective moves. Students must experiment and make decisions in order to learn from the game.
- If play is slow, the teacher might suggest a move or a strategy to a player or a group to catalyze the action. Encourage experimentation but avoid suggesting all the options. Leave that to student exploration.

C. Post-Game Follow-Up

- Determine the winner(s) of the game according to the scoring rules provided. Usually, players are rated on a continuum, so that instead of one winner and many losers there are gradations of effective players. Thus, it is unlikely that many individuals will feel themselves "the losers" and be hurt thereby. Winners in different groups can be announced to the class and can be asked to compare strategies.
- A good way to begin discussion is to ask the winner(s) what he did that was particularly effective, or, in other words, why he thought he won. Ask students what they would do differently next time, what was their best move, worst move, etc. To synthesize the actions in a game, start with the

concrete details of play. Rather than asking "what did you learn" (the usual response is "nothing"), ask "what did you do."

- Next, move on to analyzing the alternative decisions available to players, the consequences of various decisions, influences on the particular decisions they made, etc. This leads directly into discussion of issues in terms that are defined more broadly than the specific details of the game.
- Encourage students to change the rules (or other items) in the game which they feel are inaccurate or which represent interesting variations or questions about a process.
- You may wish to stage a class "play off" or even one for the school at large, if more than one class is working with the same alcohol unit at the same time and if the game may be profitably replayed. (Some games, particularly review games, can be learned in toto and would not offer new learning to players who mastered them. These are games with a finite number of facts under review and are probably not profitably replayed.)
- You might pit your best players against some parents or other adults in order to demonstrate to both groups how much alcohol information was learned.

FIELD TRIPS

There are several kinds of field trips students can take that involve alcohol and alcohol safety but they have enough points in common to warrant some general comments. These comments apply to solo, small group, and entire class trips.

Field trips are a useful learning experience in an alcohol and alcohol safety curriculum because they can:

- Enable students to explore a part of the real world and thereby make explicit the relevance of classroom activities on alcohol to real-life alcohol issues;
- Provide more accurate in-depth information about alcohol than many secondhand sources, and
- Put students in contact with alcohol information sources that may arouse or reinforce an interest or concern.

Before a field trip is taken:

1. The decision should be made early, in consultation with students, to ensure adequate student motivation, and time

to make the necessary arrangements, including written parental permission, financial matters and transportation.

2. Students must be given adequate background information about:
 - where they are going
 - why they are going
 - what they can expect to see and/or hear about alcohol
 - what they can expect to learn about alcohol.
3. Students need to be familiar with enough of what they will be seeing and/or hearing, either through personal knowledge or secondhand information, so they can prepare questions in advance that either will be answered by the field trip itself or by asking the appropriate tour guides for answers.
4. Authorities at the field trip site must be aware of how many students are coming, their ages, and prior information level and experience so they can gear the tour to students' specific needs.

During a field trip students should be encouraged to:

1. ask questions
2. observe and listen carefully
3. take notes if necessary.

After the trip some kind of discussion is essential to reinforce or supplement learnings and clear up any misunderstandings.

1. Students can be broken into small groups to discuss and record:
 - What they learned about alcohol
 - What they didn't learn but wanted to learn
 - How it could have been improved
 - What further interests did the trip stimulate that students can now pursue.
2. A class discussion can be held covering these points.

Where to go on field trips depends largely on the availability of community resources, transportation and time. Some good field trips classes or small groups can go on include:

- Town hall, city hall, state house to talk with local legislators
- Breweries, wineries, and distilleries
- Advertising agencies
- Police stations and courts
- Alcoholics Anonymous, Al-Anon and Alateen meetings
- Hospital alcoholism units
- Package stores.

Many cities and school districts provide a list of companies and agencies that encourage field trips, including times of availability and number of students desired. It is worth contacting your State Department of Education, local Superintendent of Schools or state or local audio-visual department to see if such a list has been compiled. Some localities that provide lists are:

Los Angeles City Schools
 Baltimore City Public Schools
 Cuyahoga County Schools (Ohio)
 Antioch Unified School District (California)
 Marin County Schools (San Rafael, California)
 Washington, D. C. Public Schools
 Milwaukee Public Schools
 New York City Public Schools
 Schenectady City School District (New York)

A variation of field trips that dispenses with both teacher supervision and extra travel is observing. Students can be given weekend or overnight assignments to observe a variety of phenomena that relate to different alcohol issues, such as:

- Alcohol advertisements on television, radio, billboards, trucks, etc.
- Adult and juvenile drinking behavior at parties, restaurants, etc.
- Types of people who patronize package stores and bars.

INDEPENDENT STUDY

Independent study activities involve students in selecting topics that concern them and then studying them within a structured framework of assistance and direction from the teacher. Independent study activities can include interviews, field trips, polls, debates, reading and other forms of research.

Independent study, when it flows from student concern, can be one of two or three best forms of classroom activity in an alcohol and alcohol safety curriculum because:

- Since students are bound to have different concerns, it enables different students to pursue alcohol subject areas that pertain specifically to these different needs and concerns. Activities in which an entire class must participate may ignore the needs and concerns about alcohol of some and perhaps most pupils. Independent study can help to eliminate this handicap to teaching an alcohol curriculum.
- It enables different students with different resources to pursue their concerns about alcohol in ways that fit in with their learning abilities.
- It enables students to make their own decisions both about what alcohol topics they study and how they study them. Decision-making by students in areas affecting their own education is crucial to:
 - the development of decision-making skills and the nurturing of feelings of competence, and
 - motivating students to learn about what concerns them.
- It frees the teacher to devote more personal and in-depth attention to individual students.
- Students can pursue their concerns about specific alcohol issues in greater depth than in classroom activities because they are free to do research using a variety of approaches (polls, reading, interviews, etc.).
- Independent study is the most sensible mode of study for certain types of pursuits, such as poll taking, peer teaching, and interviewing.

The usual method for using independent study is to distribute a list of suggested research topics on alcohol and encourage students to add to it. Another method is to keep available in the classroom a file of

Activity sheets students can browse through. Students should ponder their preferences for a few days and then select one. The teacher then breaks them into small groups on the basis of their choices. Class time is then set aside for the groups to:

- Determine their research methods, such as:
 - interviews
 - phone calls
 - polls
 - readings
 - field trips
 - letter writing
- Divide up responsibility for the research.
- Meet to discuss their progress and keep the teacher informed of their progress and problems.
- Prepare reports to the class.
- Present their reports to the class and respond to its questions and comments.
- Write articles for submission to school and community newspapers, when time permits.

The teacher should function as a resource and guide who provides students with assistance on such matters as how to find needed materials, how to take notes, how to structure the research (read primary source materials before secondary etc.) and how to verify controversial "facts." If students are left too much on their own, they may spend their time in unproductive ways and lose interest in their study.

In preparing their presentations, students should be encouraged to invite guest speakers, develop or borrow audiovisual aids, develop skits, and other creative methods that are appropriate to the effective presentation of their research findings.

If one or more groups finish their project before the others, they can either begin another project or a small project related to the one they just completed, or offer assistance to other groups.

Activity #4, #62 and #98 specifically suggest how a teacher can have different groups of students engage in independent study endeavors at the same time.

The major types of independent study activities are explained separately in this section under Debates, Field Trips, Interviews, Polls and Research.

INTERVIEWS

Interviews can be an integral part of an alcohol and alcohol safety curriculum because:

- There are many fascinating and informed people in this field of study who are very responsive to the inquiries of students (see next page for potential interviewees);
- This is an excellent way to obtain firsthand information from people who have experienced alcohol problems or been in direct contact with those who have;
- There are a variety of opinions on a number of alcohol and alcohol safety issues with strong spokesmen for them all whom students can listen to and question about the bases for their beliefs.

When preparing students for an alcohol interview, the teacher should:

- Allow as many small groups as are interested to conduct interviews and compare findings.
- Require the students to study the appropriate alcohol literature about their chosen alcohol topic in advance so that they can then:
- Draw up a list of critical questions to ask. Some of these questions may seek factual information, but questions, when possible, should deal with areas of controversy or difficult-to-obtain information. Neither the interviewee's nor the students' time should be wasted on questions that can be answered by glancing at an alcohol source book.
- Encourage students to ask other students in the class what questions about alcohol they would like to see answered.
- Contact the interviewee, arrange for an appointment, and request permission for students to bring a tape recorder or, barring that, to take written notes or arrange for interviewee to come to the school.
- Mention that how students dress for and how they behave during the interview is their business but to keep in mind that these factors can influence the success of their interview and the potential for future interviews with that source.

- Encourage students to begin the interview by asking the interviewee his exact title, position and duties. This information is useful to gain an idea of how much credence to place in the interviewee's statements and to help students through the nervous first few minutes.
- Instruct students to take independent notes during and/or immediately after the interview since one "reporter" may not be able to write down everything that is said and different students may interpret what was said differently.
- Encourage students to ask critical but polite questions that probe inconsistencies, hypocrisies, unaccounted for results, successes and failures.

Upon completion of an interview, the students should:

- Evaluate the results in such terms as:
 - What alcohol topics did the interviewee seem most informed about? Why?
 - What new information and ideas about alcohol did you learn?
- Report their findings and critical interpretations to the class. These reports should always include the groups' opinions about what they learned.
- Write up their findings into an article for submission to the school and local community newspapers, if there is time. Permission should first be obtained from the interviewee.

One other type of interview students can conduct is the telephone interview. If interviewees are too busy or inaccessible for person-to-person interviews, they may be agreeable to answering questions over the telephone by appointment secured in advance. Students may also want to interview several interviewees to compare opinions or attitudes and can use the telephone for this purpose, too.

Individuals that students may want to interview include:

- Doctors, policemen, judges, lawyers
- AA, Al-Anon and Alateen members
- Hospital alcoholism unit patients and staff
- Newspaper editors and reporters

- Parents and other adults
- Advertising monitors and writers
- Alcoholic beverage control commission officials
- Package store and bar salesmen and owners
- Alcoholic beverage manufacturers.

See also a list of agencies on pp. 122-123.

LECTURES

Teacher Lectures

In a curriculum on alcohol, the lecture technique should be used sparingly. It should not be used to moralize because moralizing is usually not effective and, in any case, is not the teacher's role in an alcohol curriculum. In addition, many students find lectures on alcohol boring and learn poorly from them. They learn about alcohol more effectively from classroom methods in which they actively participate.

Lectures by teachers can, however, serve a useful function in a curriculum on alcohol when used selectively and infrequently. Lectures can be useful when:

- Students need or want to know certain alcohol information that cannot be learned as effectively in any other way. (E.g., technical information that requires questioning, backtracking, and rewording -- for example, explaining what alcohol blood level means), and when
- The teacher is an unusual resource and has had first-hand alcohol experience that students would like to share. (E.g., he has done volunteer work in the alcoholism unit of a hospital.)

Lectures, when used, can be made more productive if:

- They encourage and solicit questions and discussion at any point;
- They are short;
- Their utility is explained in advance to the students;
- They involve use of audiovisual materials, such as an overhead projector, slides, blackboard, or tape recordings;

- They are accompanied by a brief outline for students to follow and add notes to; and
- They utilize relevant examples and illustrations that relate the alcohol topic to the students' lives (e.g., bicycle riding).

Guest Lectures

Presentations by alcohol "experts" and other outsiders can be very informative and stimulate lively discussions. When feasible, it can be useful to have two guests representing different points of view on alcohol issues question one another in front of the class. It is not necessary that these speakers be "objective" or "impartial"; indeed, one of the best methods for stimulating class discussion is for a biased, even polemical speaker to present his particular point of view to the class, provided students are given an opportunity to question him.

Guest lectures on alcohol are most successful when they are preceded by student research and formulation of questions. When feasible, these questions can be forwarded to the guest to ensure that his presentation is adapted to deal with areas of genuine student concern.

POLLS

Polls and questionnaires can be extremely useful and exciting activities in an alcohol curriculum. By administering, collating and interpreting polls on alcohol issues students can:

- Learn about attitudes toward, beliefs about and behaviors with alcohol in a realistic and meaningful way;
- Learn about the difficulties in discovering and measuring alcohol attitudes, beliefs and behaviors;
- Learn to make and understand correlations and thereby realize that alcohol opinions and behaviors can be dependent on age, sex, ethnicity, and other factors;
- Learn about alternate alcohol attitudes, beliefs, and behaviors that they might not have been aware of, and
- Learn how to judge the validity of some of the statistics about alcohol use and abuse.

Construction of Polls

Students should be encouraged to develop their own polls or questionnaires. They may be interested in a poll's results because they will provide additional information for a research project or simply for its own sake. Students can formulate their own questions but should be cautioned to consider several factors, including:

- Phrasing questions in the way most likely to get an honest response in this potentially "touchy" area;
- Avoiding questions that require a written response (respondents are often pressed for time, lazy, or afraid of handwriting detection);
- Avoiding too long a poll (for the same reasons);
- Assuring respondents of anonymity and seeing to it that the poll in fact cannot reveal names, especially polls dealing with alcohol use and abuse;
- Investigating desirable and/or interesting relationships, such as sex, race, age, economic status, political preference, and drinking experience and habits. These relationships, when tabulated after a poll has been taken, are called correlations (e.g., there is a positive correlation between economic position and social drinking; that is, more middle and upper class people drink alcohol than do lower middle and lower class people);
- Selecting the proper sample of people to be interviewed so that these correlations can be made. If students want to see if women tend to be stricter about alcohol laws than men, they must be sure to include enough women in their poll to make it possible for them to learn this;
- Deciding to whom to administer the poll and how it should be administered;
- Deciding how many people should be polled (both conducting the poll and tabulating correlations by hand can take hours);
- Testing the poll on the rest of the class to remove the "bugs," such as confusing questions or too limiting a choice of possible responses to check or circle, and
- Learning what a "representative sample" is, such as 10% of the school body; or .01% of the town's parents -- that is, a sample that is large enough to permit the poll taker to generalize about the whole school or town's parents.

Administration of Polls

How honestly an alcohol poll is answered may depend on how it is administered. Some student respondents may be more honest and serious if the poll is administered by other students rather than by a teacher. On the other hand, faculty may answer more honestly if they are given the poll at a staff meeting by the teacher rather than if students stuff their mailboxes with the poll. Sometimes it is most effective to have a principal administer the poll to the faculty. Students can also take polls home to their parents and/or knock on doors.

Tabulation and Interpretation of Polls

Students may need help drawing up a matrix to record their correlations. The teacher should see to this immediately before students have wasted much time doing unnecessary or useless tabulations. Sample matrices are:

	Men	Women	Democrats	Republicans	Independents
Favor lowering drinking age to 18					
Favor retention of age at 21					
Favor raising drinking age					
Favor lowering drinking age below 18					

Favor lowering drinking age to 18:

	Men	Women
Democrats		
Republicans		
Independents		

Students need to be reminded that polling statistics rarely explain why certain people hold certain attitudes and beliefs or act in certain ways. It is the researchers' job, in other words, to interpret the findings.

When one or more small groups has conducted the poll, it should explain its results and interpretations to the rest of the class.

Sample Alcohol and Alcohol Safety Poll Topics

- why, when, what and how much people drink or abstain
- how alcohol affects people
- how people learned about alcohol
- people's attitudes toward alcoholics and drunkenness
- people's attitudes toward drinking age limits and laws
- what people feel is and is not responsible drinking behavior and why.

Sample Poll Format:

This is a poll drawn up and conducted by students at High School. It is being used as part of our course of study on problem drinking and alcoholism. We would appreciate your answering these questions. Please do not sign your name. Thank you.

1. Alcoholics should be jailed because they are criminals:

Yes No Sometimes

2. If someone becomes an alcoholic it's his own fault:

Yes No Sometimes

3. Alcoholics can be cured:

Never Rarely Occasionally Usually Always

4. More men than women become alcoholics:

True False

Follow-up Activity:

- Students can read other polls of adults and high school students and compare them with both their own questions and their own findings.
- Students can submit their findings in article form to the school and/or community newspaper.

READING

Written materials can be of great value in an alcohol curriculum. Students can read content readings for factual information which can then be analyzed in class or small group discussions. Other ways to utilize content readings that are particularly useful in this controversial area are for students to:

- Read the same assignment and then break into small groups to discuss the answers to specific questions about the reading.
- Read different sources on alcohol and then meet in small groups and discover and record areas of agreement and disagreement among the different sources.

- Read what classmates have written in research papers and other assignments. This type of reading activity is explained in more detail on page 124.
- Read Alcohol (Bibliography #64), a programmed learning pamphlet that provides information about alcohol and then immediately asks a question about the information just provided, and finally answers the question for the student. The advantages of this pamphlet are that it is self-testing, fun to read and can be read more than once with profit.

In addition to factual literature, students can also profitably read fictional and autobiographical literature about alcohol.

There are many fascinating and thought-provoking fictional accounts of alcohol use and abuse that are learning experiences in themselves and, in addition, can be excellent starting points for discussion. Some of these are listed in the Bibliography on pages 279-281, but teachers and students will be familiar with others. The availability of these readings makes it possible for English teachers to incorporate a small alcohol and alcohol safety unit into their English curriculum and thereby supplement the efforts of other teachers who are dealing with alcohol.

Certain considerations should be kept in mind in assigning readings on alcohol.

- All reading assignments should be accompanied by specific and preferably written instructions about what students should be looking for as they read.
- Readings should be appropriate to the reading level and culture of the students.

A list of suggested classroom readings may be found in the Bibliography, pages 277-281. Frequently a teacher can purchase one copy and have the appropriate page xeroxed for class use.

RESEARCH AND REPORTS

Report writing is particularly useful in an alcohol and alcohol safety curriculum for:

- Giving more depth and meaning to alcohol research by organizing and articulating it into a written report,
- Stimulating critical and intensive thinking about alcohol issues by demanding a high quality final product, and
- Training students in methods for finding answers to significant and controversial alcohol questions.

Ideally, students should be allowed to suggest and report on areas of alcohol study that concern them. The teacher can provide a list of suggested topics.

- Topics should not be too broad or too narrow,
- Topics should include at least one area of controversy, and
- Students should list in writing the question(s) they expect their research to answer.

Research for a report in an alcohol curriculum can include a wide variety of activities beyond the normal one of reading. Other research methods can include:

interviews
field trips
letter writing
polls
reading

Most of these have been outlined elsewhere in this Teaching Methods section.

Places and agencies to contact that may offer research possibilities (literature, interviews, etc.) include:

I. State and City Government Agencies:

Advertising
Education
Liquor Control
Mental Health
Motor Vehicles
Police
Taxation
Veterans' Programs
Youth Services Board

II. Local Civic Groups

Chamber of Commerce
Veterans' Organizations
Civic Groups (League of Women Voters)

III. Miscellaneous

Newspapers
Professional Organizations, such as the
National Education Association (NEA) and
The American Medical Association (AMA)
Yellow Pages
Companies
Embassies, consulates

Students should be given a set of written instructions on report researching and writing that considers the following areas:

1. Documentation: All direct quotations must be footnoted; excessive direct quotations should be avoided.
2. Length: Length should be left up to the student. A report on alcohol should be as long or as short as is necessary to say what needs to be said.
3. Footnotes and Bibliography: Reports should footnote all quotations by author, title, place, and date of publication. The purposes of footnotes and a bibliography need to be stressed: to enable the reader to both verify the accuracy of the statements and to find further literature references for pursuing his own interests.
4. Charts: Students should be discouraged from wholesale chart and diagram copying unless the chart is useful and a written interpretation of what the chart signifies is included.
5. Original Thinking: Students should be required to include, wherever appropriate, original thoughts they have and personal opinions on controversial areas or contradictory factual statements they have read or heard. Since one of the major purposes of all reports should be to stimulate analytical thinking, such critical thought should be made a major focus.
6. Sources: Students should be taught to go beyond the use of encyclopedias in conducting their research, to use other reading materials and research methods (interviews,

polls, etc.). While frequently written by experts, encyclopedias offer only one perspective on a problem, while much of the information needed in an alcohol curriculum may not be up to date or found at all in encyclopedias.

Upon completion, research papers should be read by the rest of the class, or by those students who are interested in the areas researched. If the report was worth writing, it should be worth reading. Although some students may write very poor reports, they may still be worth reading so that other students can suggest ways to improve them.

Students can read each other's written work outside of class time if it is placed in the school library and kept on file to prevent loss. Students should be given a chance to discuss in small groups, centered around topics of common interest, their reports.

When feasible, teachers should hold individual conferences with students during class or before or after school on their reports. Marginal comments are useful, but nothing replaces a personal verbal interchange.

SCIENCE

Science activities are normally seen as being outside the scope of non-science courses, both in terms of necessary equipment and relevance. However, several scientific experiments are both integrally related to an alcohol curriculum and entirely feasible to perform in non-science classrooms. In any case, parts of an alcohol curriculum can appropriately be taught by science teachers as part of their regular curriculum (see page

Science experiments are useful in an alcohol curriculum:

1. For permitting students to actually see and thereby better understand some of the behavioral and physical effects of alcohol use and abuse.
2. For enabling students to perform and thereby better understand fermentation and distillation processes.
3. For studying properties of alcohol.

To perform these experiments two options are available:

1. Many science experiments require minimal equipment and skills to perform and can be set up in any classroom by any teacher (e.g., illustrating alcohol's combustibility). The teacher can refer to standard high school chemistry texts for additional information.
2. The teacher can borrow the necessary equipment and either learn the necessary information from a science teacher or invite one to run the experiments himself.
3. The teacher can ask a science teacher to train several of his own students to run the experiment for the teacher's class either in the science room or the teacher's own room.
4. The science teacher can teach this part of the alcohol curriculum as part of his science curriculum.

In performing experiments certain factors should be kept in mind:

- Students should conduct as much of the actual experimenting as possible, even if the experiments need to be done over a few times.
- Students should be instructed before an experiment of what to look for during an experiment, not in terms of actual results, but in general terms. For example, they should be told to observe what happens to a rodent that has been injected with alcohol, particularly his motions and eyes, instead of being told to watch how he staggers and how his eyes become bloodshot.
- Students should be told that what happens to animals will not necessarily happen to humans, but, at the least, raises the possibility of similar effects.
- Students should keep a written record of the results of each experiment or a chart can be posted in the classroom on which results are recorded.
- When possible, experiments should be performed more than once to note similarities and discrepancies in the results.

TEACHING PEERS

Students teaching other students is one of the most productive and exciting learning processes available to schools. Most teachers at one time or another have noticed students and their own children helping each other with homework and other academic problems. In an effective classroom

some student-teaching-student activity is always going on, usually in discussions. This approach can be used systematically and becomes very useful in an alcohol curriculum for a variety of reasons because:

1. The students being taught often learn more efficiently than they otherwise might because:
 - They often trust other students' opinions and statements in controversial areas like alcohol use and abuse more than they trust those of adults and are often more willing to express their own opinions more candidly in front of each other than to a teacher.
 - They can often understand other students' explanations better than they can those of adults since the other students speak the same language and, more importantly, have recently gone through the learning process themselves.
2. The students doing the teaching gain new insights into the issues involved and are prompted frequently to do more research and thinking in response to student-learner questions and comments.
3. All students involved come to realize that they have resources that they can tap and skills they can share. This facilitates and promotes learnings about alcohol in all areas.

When older students teach younger ones, there are usually scheduling, administration, and sometimes parent concerns about this approach that need to be dealt with to make it successful. These concerns and how they are handled will vary according to each particular school and community. Once they are met, both the lower grade and the senior high teachers involved will need to consider certain other factors:

1. The teacher-students must volunteer for the assignments. Compulsory teaching assignments usually produce poor results.
2. The teacher-students must have a clear idea of:
 - What they are going to teach about alcohol. This should involve questioning the student-learners to discover their concerns about alcohol.
 - How they are going to teach. Options include:
 - 1-to-1 tutoring
 - small group discussions
 - team teaching to a class
 - written materials, homework, etc.

- What their relationship to the student-learners should and should not be. Options include:

authority figure
primus inter pares
 pal
 older brother or sister
 counselor

- What the alternatives are to coping with and helping student learners who start to raise personal alcohol problems with them.
3. The students must have a reasonable grasp of the alcohol content area and issues involved prior to teaching, but they should not feel they have to be "experts" in order to help others to learn.

WRITING

It is important for students to write frequently in an alcohol curriculum for two basic reasons:

1. Writing stimulates intensive, creative and critical thinking about alcohol issues in a way that for some people is difficult through verbal interchange.
2. Writing creates an opportunity for students to read what their classmates have written about alcohol and this in turn helps make them aware that students have important, interesting and informative ideas to communicate.

In an alcohol curriculum there are several useful writing modes for students to engage in:

1. Position papers stating and defending their stand on an alcohol issue.
2. Imaginary "Handbooks" that offer guidelines and opinions on laws, suggest advice to parents, teenagers, drinkers, abstainers, or indicate desirable courses of action to agencies and institutions.
3. Imaginary dialogues and interviews between individuals with opposing points of view on alcohol issues.
4. Reports (see pages 121-124).

5. Autobiographical and biographical narratives, both real and fictional.
6. Story beginnings, middles and endings.

Since the major objective of this type of writing is to elicit student feelings and opinions, the teacher may want to explicitly inform students that grammar and/or spelling will not be corrected. Attention focused on these areas will often distract students from the alcohol issue being discussed and inhibit them from expressing their real opinions and feelings on future written exercises. Rather than risk criticisms of spelling and grammar errors, many students will often write very little or only words they are sure they can spell, or both.

Teachers should avoid commenting on students' opinions on alcohol issues in such terms as "that's a good idea," "good," "I agree," "I think you're wrong." When this is done students become habituated to writing opinions and ideas they think the teacher wants to read, rather than what they truly believe. However, students do need to be commended and corrected in terms of their argumentative techniques. Students should be criticized on the basis of:

1. Whether they supported their opinions with logic and facts, or at least said their position could not be logically or factually defended.
2. Whether they took into account and "disposed of" arguments and considerations that run counter to their arguments and opinions.
3. Whether they have made untrue statements.

Student writing is most productive when teacher attention is focused on whether opinions have been adequately defended rather than on whether the teacher agrees or disagrees with them.

D. CONTENT LITERATURE

1	Introduction
2	Chapter I
3	Chapter II
4	Chapter III
5	Chapter IV
6	Chapter V
7	Chapter VI
8	Chapter VII
9	Chapter VIII
10	Chapter IX
11	Chapter X
12	Chapter XI
13	Chapter XII
14	Chapter XIII
15	Chapter XIV
16	Chapter XV
17	Chapter XVI
18	Chapter XVII
19	Chapter XVIII
20	Chapter XIX
21	Chapter XX
22	Chapter XXI
23	Chapter XXII
24	Chapter XXIII
25	Chapter XXIV
26	Chapter XXV
27	Chapter XXVI
28	Chapter XXVII
29	Chapter XXVIII
30	Chapter XXIX
31	Chapter XXX
32	Chapter XXXI
33	Chapter XXXII
34	Chapter XXXIII
35	Chapter XXXIV
36	Chapter XXXV
37	Chapter XXXVI
38	Chapter XXXVII
39	Chapter XXXVIII
40	Chapter XXXIX
41	Chapter XL
42	Chapter XLI
43	Chapter XLII
44	Chapter XLIII
45	Chapter XLIV
46	Chapter XLV
47	Chapter XLVI
48	Chapter XLVII
49	Chapter XLVIII
50	Chapter XLIX
51	Chapter L
52	Chapter LI
53	Chapter LII
54	Chapter LIII
55	Chapter LIV
56	Chapter LV
57	Chapter LVI
58	Chapter LVII
59	Chapter LVIII
60	Chapter LIX
61	Chapter LX
62	Chapter LXI
63	Chapter LXII
64	Chapter LXIII
65	Chapter LXIV
66	Chapter LXV
67	Chapter LXVI
68	Chapter LXVII
69	Chapter LXVIII
70	Chapter LXIX
71	Chapter LXX
72	Chapter LXXI
73	Chapter LXXII
74	Chapter LXXIII
75	Chapter LXXIV
76	Chapter LXXV
77	Chapter LXXVI
78	Chapter LXXVII
79	Chapter LXXVIII
80	Chapter LXXIX
81	Chapter LXXX
82	Chapter LXXXI
83	Chapter LXXXII
84	Chapter LXXXIII
85	Chapter LXXXIV
86	Chapter LXXXV
87	Chapter LXXXVI
88	Chapter LXXXVII
89	Chapter LXXXVIII
90	Chapter LXXXIX
91	Chapter LXXXX
92	Chapter LXXXXI
93	Chapter LXXXXII
94	Chapter LXXXXIII
95	Chapter LXXXXIV
96	Chapter LXXXXV
97	Chapter LXXXXVI
98	Chapter LXXXXVII
99	Chapter LXXXXVIII
100	Chapter LXXXXIX
101	Chapter LXXXXX

INTRODUCTION

The teacher Content Materials included here are intended to serve two purposes:

1. They provide the teacher with the necessary background of alcohol safety information for teaching the major areas of alcohol use, non-use and abuse.
2. They offer the teacher guidelines for deciding what he expects students to learn in the way of factual (content) material for each alcohol and alcohol safety topic.

The teacher can discover what background information he needs to teach a particular Activity, what factual information he can expect students to learn from studying each Activity and what content materials may be xeroxed for student use for each Activity by referring to the notation "content literature" that every Activity contains in the upper left-hand corner, and thereby learn what pages of the Content Materials are appropriate to that particular Activity.

The content has been collated and excerpted from the best available literature on the subject in terms of accuracy, comprehensiveness and style. Bracketed sections are editor's insertions. Following each section readings are recommended for those who would like to delve more deeply into particular areas.

The content has been organized by the following topic areas:

	<u>Page</u>
Glossary	131
Myths	134
History	138
Industry	151
Physical Effects	164
Behavioral Effects	171
Comparative Ethnic Patterns	180
American Drinking Patterns	189
Teen Drinking	196
Problem Drinking and Alcoholism	211
Safety	238
Laws	252

GLOSSARY

Absorption: The process by which alcohol enters the blood stream from the small intestine and stomach.

Abstinence: Not drinking any alcoholic beverage.

Addiction: The urge to do something repeatedly that an individual cannot control by himself. The urge may result from physical causes, but emotional causes are usually more important.

Alcohol (Ethyl): The intoxicating chemical (C_2H_5OH) found in liquors and produced by the action of yeast on sugars and starches. Other forms of alcohol which have industrial uses, but are unsuitable for consumption, are methanol, propanol and pentanol.

Al-Anon: An organization of spouses of problem drinkers who meet to try to solve common problems.

Alateen: An organization of children of problem drinkers who meet to try to solve common problems.

Alcoholics Anonymous ("AA"): An organization of problem drinkers who meet to discuss their problems in an effort to control their addiction.

Alcoholic: The term "alcoholic" has been variously defined at different times and by different people. However, three aspects of the alcoholic have generally been agreed upon:

1. The alcoholic's drinking pattern is incompatible with what is expected by the other members of his society.
2. The alcoholic has an urge to drink or to continue drinking once he starts that he cannot control by himself.
3. The alcoholic's drinking creates either social, economic or health problems.

Antabuse: Drug administered to alcoholics that causes intense nausea if they then drink.

Bender: (slang) A period of intense abuse of alcohol.

Blood Alcohol Content (BAC) (or Blood Alcohol Level): The percentage of alcohol in the blood stream at a given time.

Brewing: The fermentation of cereals that results in beer or ale.

Cirrhosis: The hardening and degeneration of the liver due either to malnutrition and/or excessive and prolonged alcohol use.

Delirium Tremens ("D.T.'s"): A condition alcoholics get when they suddenly stop drinking, much like the withdrawal symptoms of the heroin addict. Symptoms can include hallucinations ("delirium"), uncontrollable shaking ("tremens"), terror and agitation.

Depressant: Any chemical which diminishes the activity of the central nervous system, usually resulting in dulled reflexes, impaired thought processes, and distorted perceptions, if taken in sufficient amounts.

Distillation: Evaporation of liquid by heat and condensation of the resulting vapor or gas into a liquid. The process by which whiskey is manufactured.

Fermentation: The chemical reaction that produces alcohol when yeast and sugar are combined. The process by which wine and beer are manufactured.

Hangover: The unpleasant physical sensations experienced after the immediate effects of excessive drinking wear off. Symptoms can include nausea, headache and thirst.

Impaired Driver: The driver whose skill and judgment have been decreased due to alcohol.

Implied Consent Law: A law in most states which stipulates that by obtaining a driver's license an individual has implicitly consented to submit to a chemical alcohol blood level test upon a policeman's request or lose his license for a given period of time.

Intoxication: The immediate physical and emotional effects of excessive drinking. Legally, one is presumed intoxicated if one has 0.10% alcohol in one's blood.

Local Option: The right of a town or county, granted by the state, to vote on whether to prohibit or allow the sale of alcoholic beverages.

Oxidation: The process by which the liver converts alcohol into heat + energy and releases carbon dioxide (which is exhaled) + water (which is eliminated as urine).

Presumptive Level: The level of alcohol concentration in the blood which is legal evidence of intoxication (0.10% in most states).

Problem Drinker: A person whose use of alcohol creates problems for himself and/or others. Unlike the alcoholic, who is a specific type of problem drinker, he may or may not be addicted.

Prohibition: The period in American history from 1919 to 1933 when it was illegal nationwide to manufacture, transport or sell alcoholic beverages.

Proof: A number which is equivalent to double the alcohol content of whiskey (86 proof whiskey contains 43% alcohol). In Colonial America, the high alcohol content of a beverage was considered "proven" if, when combined with gunpowder, it was capable of burning with a steady flame.

Social Drinker: A person who normally drinks with other people and whose drinking does not create personal problems.

Stimulant: Any chemical which increases the activity of the central nervous system, usually resulting in sharpened reflexes, heightened thought processes, and either sharper or distorted perceptions depending on the dose and the chemical.

Temperance: Literally, use of alcohol in moderation. Historically, as in the Temperance Movement, either use of alcohol in moderation or total abstinence.

Tolerance: The body's tendency to adjust to the physical effects of alcohol after prolonged and excessive use. An individual's ability to adjust to the psychological effects of alcohol use.

MYTHS

Alcohol is a stimulant

When a person drinks, he may do things he might not otherwise do. This is not because alcohol is a stimulant, but rather because it is a depressant. The first area of the brain alcohol affects is the area which regulates inhibitions, judgment and self-control. It is the lack of such restraints that causes the apparently "stimulated" or uninhibited behavior.

A few drinks can improve your skill

Alcohol does not normally increase physical or mental skills. What it may do is increase confidence and decrease judgment and self-criticism. The drinker may feel as if his performance has improved when in reality it may have declined.

Alcohol warms the body

Alcohol makes a drinker feel warmer because it causes blood to rise to the skin's surface. However, when this happens, the body temperature is actually lowered because the surface heat is lost.

Alcohol cures colds

Although some symptoms of the cold might be temporarily relieved, alcohol does not cure colds.

Methods for sobering up quickly

Alleged methods for sobering up range from hot coffee to cold showers, from food to fresh air. The only effect any of these treatments can have is to produce a wide-awake drunk. An awakened drunk, feeling he has sobered up, may attempt to perform tasks, such as driving, of which he is no more capable than the sleepy drunk. Time is the only method of sobering up. There is no way to increase the oxidation rate--the rate at which the body eliminates alcohol.

Alcohol increases sexual desire and ability

The depressant action of alcohol lowers inhibitions. Therefore, the drinker may respond more freely to sexual stimulation. But, like other activities, too much alcohol reduces performance abilities.

Alcohol destroys brain cells

There is never enough alcohol in the body to cause actual tissue damage.

Eating foods made with alcohol can cause intoxication

When alcohol is used in cooking, little remains in the food as the alcohol evaporates when heated. Even if the alcohol is not heated, not enough is used to have any effects except for taste.

Mixing drinks causes greater intoxication

Only the consumption of ethyl alcohol, the ingredient common to all alcoholic beverages, causes intoxication, not the mixing of drinks. A person may tend to consume more when there is a variety of drinks, but it is still only the total amount of ethyl alcohol that counts.

Alcoholics are skid row bums

Alcoholism shows no favorites. It is found among all classes of people. It has been estimated that only three percent of all alcoholics are on skid row. Furthermore, it seems that only a minority of those living on skid row are alcoholics.

Alcoholism is inherited

There is no conclusive evidence to support this. Although some experts believe that certain physiological responses to alcohol may be inherited, these do not account for the illness itself. It is generally agreed that psychological and sociological factors are responsible for the development of alcoholism. These tend to be learned by or to operate on the next generation, but are not genetically passed on.

Alcoholics are morally weak

Although there are still people who disagree, alcoholism has been medically and legally classified as an illness. An alcoholic is no more responsible for his drinking than a tuberculosis patient is for his coughing.

All alcoholics drink in the morning

Although the craving for a morning drink is a common symptom among chronic alcoholics, there are those who don't display it. It is not when drinking occurs, but the lack of control over it when it does occur that defines alcoholism.

You can't become an alcoholic by drinking only beer

Even though the percentage is relatively low (2%-5%), beer still contains the potentially addicting ingredient--ethyl alcohol. The alcoholic who drinks beer merely has to drink more of it to get drunk than he would wine or whiskey.

Alcoholics drink every day

Some alcoholics drink only on weekends, some abstain for months. Alcoholism is not determined by how often a person drinks, but whether or not he can control his drinking once he starts.

Women don't become alcoholics

Women do become alcoholics, but are not as likely to be diagnosed as such, since they are more easily camouflaged by the protective setting of the home. During recent years, the estimated ratio of men to women alcoholics has dropped from 6:1 to 4:1. The increase in the number of women alcoholics has been explained both as an increase in the willingness to be treated, and therefore "discovered," and as an increase in the actual number of cases.

The above has been adapted from the following sources:

1. More Myths About Drinking, by John T. McConnell (Michigan Alcohol Education Foundation: 1969).
2. "Myths About Drinking," in Michigan Alcohol Education Journal, Lansing, Michigan, 1966.
3. "I Can't Be An Alcoholic Because" by David C. Hancock, St. Paul, Minnesota, 1969.
4. Manual on Alcoholism, American Medical Association, 1967.

HISTORY

- I. Discovery of Alcohol
- II. Primitive Cultures
- III. Ancient Egypt
- IV. Ancient Rome
- V. Ancient France
- VI. Ancient Persia
- VII. Middle Ages
- VIII. Colonial America
- IX. Temperance Movement
- X. Prohibition

HISTORY

Discovery of Beverage Alcohol

"A vessel of some sort to hold the fruit juice is the only implement necessary to the discovery and manufacture of alcohol. Alcoholic beverages were known as early as the Neolithic period, which began at least ten thousand years ago. Scientists speculate that a careless caveman left an unused portion of wild berry juice or mash in an uncovered bowl while he went hunting. While he was gone, yeast fell from the air into the juice and acted on the natural sugar to form alcohol. The berry juice fermented into wine. When the caveman returned and tasted his bowl of juice-turned-wine, he performed the first act of drinking in the history of man.

"The point of the caveman's story is simply that, as far as we can determine, alcohol has been with us for a long, long time. Fermentation is a simple and entirely natural process and was probably the earliest known method of producing alcohol."

Use of Beverage Alcohol in Primitive Cultures

"In surveying the literature relating to primitive people, we find that some form of brewed or fermented alcoholic beverage was almost universal. We frequently hear people contend that Americans drink harder today than man has ever done before. Yet, a study of primitive drinking practices shows that primitive man far exceeded our present-day standards for excess every time he consumed alcohol. The typical modern American is, in comparison, a moderate drinker.

"Primitive man drank infrequently because the manufacture of alcoholic beverages was a time-consuming process. But when he did drink, he sought to achieve a state of deep intoxication as quickly as possible and to hold it as long as time permitted and the beverage held out. Once he started, he typically drank every available ounce.... Women were usually excluded because they were considered unworthy of the experience.... In brief, excessive drinking, certainly excessive by our standards, was the norm for primitive man when he was drinking.

"As we move into progressively higher forms of civilization, we see a wide variety of patterns of alcohol use, including a wide variety of beers and wines. Some of them were peculiar to the area of origin. It should be remembered that beer and wine were the only forms of alcoholic beverages available to man for thousands of years. Distilled spirits are a relatively recent innovation."

Ancient Egypt

"Grapes and grains grew abundantly in Egypt, and beer and wine were widely and heavily used. Beer and wine were brought to the temples on feast days as offerings for the departed spirits to drink. The Egyptians were a practical people and, when the spirits had had their chance to drink, the people repossessed the wine and beer and frequently became intoxicated following the rite. Apparently intoxication was not a goal in itself since there are condemning references to 'palm wine' because it made one intoxicated too quickly. But they didn't shun intoxication either since heavy drinking bouts were common occurrences."

Ancient Rome

"The Roman Empire provides an excellent example of a culture which began with moderate to abstemious behavior but learned to abuse alcohol when it became a wealthy world power. Early Rome was characterized by simple living. Wine was used in moderation and primarily with meals. The sobriety of the time was punctuated by free and heavy drinking during the feast days, but generally there appears to have been a great deal of control. Women did not drink at all.

"The later Roman Republic was less frugal in its use of wine, and the increased bacchanalia were reported with much foreboding by Plutarch and other writers of the time. Women became as free as men in their use of alcoholic beverages and engaged in heavy drinking--among other things --along with the men. Drinking was usually held in conjunction with the frequent feasts at which the Romans gorged themselves with food as well as wine.... Excess was the pattern for the common man as well as the rich, and soldiers were a constant problem.... The tavern business was

good enough that their numbers increased steadily during the later days of the Republic.... And so, the Romans ran the gamut from moderate drinking all the way to severe abuse."

Ancient France

"France ... was not always a vineyard. Until about a hundred years before the time of Christ, the people of Gaul had no wine and were forced to drink a brew made from wheat and honey.... With France's intemperate use of lesser beverages, the conquering Romans apparently feared what would happen if the people of Gaul discovered the delights of Italian wine because they made every effort to keep wine--and particularly vineyards (for economic reasons)--out of the country. Eventually, however, ... wine was introduced into France by the Italians.

"Apparently the fears of the Romans were well-founded because instances of heavy drinking were reported almost immediately after the beverage was introduced into the country."

Ancient Persian Culture

"The Persians repeated the pattern of the Romans in that they were known for their temperance and abstinence before becoming a world power but became heavy wine drinkers when they had won a position of wealth and prominence in the world. There were reports that they drank to such excess that they often had to be carried from the room. The Persians went one step further, however, and reversed their pattern again and returned to more moderate ways in later days."¹

Middle Ages

"The opening of the Christian era and the fall of classical civilization saw no decrease in the use of alcoholic beverages. The Scandinavians prepared and used great quantities of 'mead,' a beverage made of fermented honey. It was a major component of their communal life. Warriors who could work themselves into a frenzy by a combination of mead

¹ Man's Experience with Alcohol: A Curriculum Guide and Resource Manual, pp. 25-32. State of Florida, Bureau of Alcoholic Rehabilitation, Division of Mental Health, Department of Health and Rehabilitative Services, 1970.

and emotion were said to be 'berserk' or became 'berserkers.'.....

"Throughout the Middle Ages the use of alcoholic beverages was part of Western culture. Wine and beer were the usual table beverages and all social events included drinking. Wine became an important commodity in the commerce of Europe. Geoffrey Chaucer, the English poet of the 14th century, for example, was paid by the king in barrels of wine for his services as a court emissary. The peasant on the feudal manor expected a 'Scot-ale' or measure of ale at certain times of the year in return for faithful service to his lord. The tolls for the use of certain roads in England were often paid in beer.

"An important development during the Middle Ages was the advent of distillation as a process to increase the alcoholic content of beverages. Where, by natural fermentation and brewing, wine or beer never exceeded 12 to 14 per cent in alcoholic content by volume, distillation made it possible to produce whiskies and brandies with an alcoholic content of 40 to 50 per cent by volume.

"The first important restriction against the use of alcohol was during the rise of Mohammedanism which created a 'dry' area extending from the Adriatic Sea all the way around the Mediterranean to the Straits of Gibraltar. The Moslem countries of the world are today still virtually 'dry,' although there is no formal prohibition and liquor can be purchased in most of them.

"After the Reformation, both the Catholic and Protestant churches condemned drunkenness, but neither group prohibited its members from the use of alcoholic beverages in conjunction with meals and for what was then believed to be its medicinal value."

Colonial America

"The history of the use of alcohol in the United States begins at the very first colonization of the continent of North America. The Puritans who settled the Massachusetts Bay Colony did not prohibit drinking, but punished severely, with 'dunking' or flogging, citizens who were found to be inebriated, particularly on the Sabbath.

"By 1800, alcoholic beverages had become a basic part of the

economy of the United States. In 1794, there was open revolt in western Pennsylvania [known as the Whiskey Rebellion] when the government, during the second administration of George Washington, attempted to place a federal excise tax on whiskey produced for sale. Because of the bitterness of the rioting, Washington felt compelled to call out 13,000 state militiamen.

"Another important aspect of alcohol production in the United States was its link with the slave trade. Before the Revolution, New England merchants bought sugar from the French sugar-producing islands in the West Indies. They then converted the sugar to rum by distillation and used the rum to trade for slaves on the African coast. The slaves were then imported to the United States at a good profit. This lucrative 'triangular trade' was ended when the British imposed the Sugar Act, which forced the colonial merchants to trade at less profit with the British West Indies sugar growers, and after the Revolution, during the administration of Thomas Jefferson, further importation of slaves into the United States was prohibited."

Temperance Movement

"Along with the acceptance of alcoholic beverages as a household item and a commodity in the national economy came a growing suspicion that alcohol, particularly in the stronger distilled forms, rum and whiskey, was involved in some social, health, and moral problems found in the United States. 'Temperance' groups were formed to convince people to be moderate in their use of alcohol. The early groups were generally religiously affiliated and were dedicated to the thesis that any abuse of the body was sinful. The initial movements generally were aimed at moderation and not abstinence.

"Later, however, temperance groups began to require pledges asking people to refrain from the use of all alcoholic beverages including wine and beer. This change led to a problem of the interpretation of the religious implications of alcohol over which some groups have been divided ever since. Some sects taught that any use of alcohol is wrong; others taught that alcoholic beverages are from the fruits of nature and there-

fore basically good and that it was the abuse not the use of alcohol which was evil.

"Between 1874 and 1920 the country experienced a tremendous growth in the temperance (by now, the prohibition) movement. It was during this period that the physiological effects of alcohol were first studied. There had been earlier attempts to discover what effect alcohol had on the organs and on body tissue. Particularly notable were the experiments of Beaumont and Sewall in 1832 and 1840 involving the digestive system of Alex St. Martin, a Michigan trapper who literally had a window in his stomach caused by a bullet wound. Doctors Beaumont and Sewall could sample the digestive juices of St. Martin and also watch the activity of the stomach to determine the effect of alcohol upon the digestive system.

"Beginning in the 1840's, however, many kinds of experiments were conducted throughout the civilized world to discover the properties of alcohol.... These findings gave further impetus to the temperance or prohibition movement whose original emphasis had been essentially religious, and between 1882 and 1902 all the states of the Union passed statutes which required education about alcohol and its effects to be taught in the schools."

Prohibition

"The culmination of the temperance movement was the drive toward legal prohibition. In 1874, the Women's Christian Temperance Union was founded in Cleveland, Ohio, and, under the leadership of Mary H. Hut and Frances L. Willard, worked for many years for complete prohibition. Between 1874 and 1919, 33 states had adopted prohibition of some kind and 68 per cent of the population lived in 'dry' areas and 95 per cent of the territory of the United States was 'dry.' On January 16, 1920, the 18th Amendment to the Constitution was declared law, and 177,000 saloons, 1,247 breweries, and 507 distilleries in the United States were closed."¹

"To a very considerable extent the Eighteenth Amendment was a

¹ Notes on Alcohol Education for Teachers, pp. 8-11, Bulletin 37, Department of Education and Department of Public Health, Michigan, 1970.

wartime legacy.² It was submitted early in the war when the expansion of national powers was at its peak. It was regarded by many who voted for it as a war measure necessary for the saving of food and man power; it was accepted by others as a means of appeasing the ever-insistent drys who, led by the Anti-Saloon League, could think and talk of nothing else. It was ratified hastily by the legislatures of three-fourths of the states under the pressure of wartime psychology, which tended to identify prohibition and patriotism, and without opportunity in any instance for a popular referendum on the subject. Furthermore, the amendment, while forbidding the manufacture, sale and transportation of intoxicating beverages, conspicuously failed to brand their purchase or use as illegal. Full ratification was achieved by January, 1919, but as a concession to the liquor interest, the amendment delayed the actual inauguration of prohibition for one year. Congress and the several states were given concurrent responsibility for enforcement, and Congress by the Volstead Act of 1919 defined as intoxicating all beverages of more than one-half of 1 per cent alcoholic content. The states tended to accept this definition, but particularly in the wetter areas left to the national government the principal task of enforcement.*

"By the time Harding became President, prohibition had been the law of the land for over a year, and the difficulties it entailed were painfully apparent. People who wished to drink had no notion of being deprived of their liquor, whatever the Constitution might say on the subject; indeed, it became the smart thing to drink, and many who had been temperate in their habits before were now moved to imbibe freely as a protest against the legal invasion of their 'personal liberty.' Statistics

² Abridged from pp. 177-179, 261-263, in Republican Ascendancy 1931-1933, by John D. Hicks. Copyright © 1960 by John D. Hicks. Reprinted by permission of Harper & Row, publishers.

* Charles Merz, The Dry Decade (New York, 1931), pp. 23-50; Herbert Asbury, The Great Illusion: An Informal History of Prohibition (New York, 1950), pp. 121-137; Justin Steuart, Wayne Wheeler, Dry Boss (New York, 1928), pp. 99-115; Peter Odegard, Pressure Politics: The Story of the Anti-Saloon League (New York, 1928), pp. 78-80.

as to the effect of prohibition on liquor consumption and drunkenness were manufactured freely by both wets and drys, but they were almost entirely worthless. All that is certain is that the demand for liquor still existed. And private enterprise, although in this instance unassisted by the law, never showed greater efficiency in meeting a consumer demand. The sources of supply included liquor manufactured for medicinal purposes, importations brought in by rumrunners, revitalized near beer, more or less renovated industrial alcohol, unfermented grape juice that had somehow gathered potency, and the produce of innumerable stills and breweries. Bootleggers, already experienced in their business thanks to prohibition laws in some twenty-six of the states, got the liquor around. Inevitably the enormous profits from this illicit trade led to fierce competition, in which the richer and more ruthless operators triumphed. Bootlegging became big business, and the survival of the fittest left a few successful entrepreneurs, surrounded by their private armies of gunmen and thugs, in complete control. In Chicago, for example, Al Capone, after a series of fantastic killings that were never punished, emerged supreme.*

"Enforcement from beginning to end was an elaborate farce. Congressional appropriations for the purpose never amounted to over a few million dollars a year, always a hopelessly inadequate sum. The Prohibition Bureau, on which the task devolved, was for many years attached to the Treasury Department, where it had no business to be, and for over a decade every effort to transfer it to the Justice Department, where it belonged, was successfully resisted. Moreover, it was not under civil service--part of the price the drys had paid for passage of the Volstead Act--and throughout its existence was filled with incompetents or worse. Both Harding and Coolidge talked enforcement, but neither ever recommended the appropriations needed to give the law a chance. District attorneys and federal judges found the glut of prohibition cases well beyond their ability to handle. In many cities there was a complete understanding between the local boss of the bootleggers and the police. In Chicago,

* Merz, Dry Decade, pp. 54, 61-74; Asbury, Great Illusion, pp. 199-208; Fred D. Pasley, Al Capone, The Biography of a Self-made Man (Garden City, 1930, pp. 7-61; Slosson, Great Crusade, pp. 105-129.

under the regime of 'Big Bill' Thompson, elected to his third term as mayor in 1927, it was sometimes difficult to tell exactly where city rule left off and gangster rule began, while in New York the Seabury investigation of 1930 proved conclusively that even the decisions of judges were for sale.*

"The election of 1928 seemed to demonstrate that most Americans had no very great objection to prohibition as long as it failed to prohibit. But Smith's candidacy also brought out the fact that an increasingly vocal minority had begun to think in terms of repeal. Should a free people be required to accept laws that trespassed so glaringly on their personal liberties? Was it decent and proper to leave on the statute books laws that were not seriously intended to be enforced? What could the national Prohibition Bureau, with only a few thousand employees and a strictly limited budget, ever hope to do against the widespread tendency in most cities and some whole states to ignore the law? Or what would happen to state and local authority if the nation should build up a bureaucracy strong enough to make prohibition really effective? Was prohibition responsible for the growth of racketeering, and for the frightening disrespect for law in general that seemed to have engulfed the land? For a long time these questions could hardly be heard above the din raised in favor of prohibition by the Anti-Saloon League and other dry organizations. But by the late 1920's the Association Against the Prohibition Amendment (backed by Du Pont funds), the Moderation League, and other antiprohibition societies were also raising a din. Furthermore, state referendums and Literary Digest polls revealed that the opposition organizations were at least reflecting, if not actually creating, a steadily growing sentiment

* Merz, Dry Decade, pp. 88, 107-108, 123-124, 144, 154; Albert E. Sawyer, "The Enforcement of National Prohibition," Annals, CLXIII (Sept. 1932), pp. 10-29; Mabel W. Willebrandt, The Inside of Prohibition (Indianapolis, 1929), pp. 94-121; Lloyd Wendt and Herman Kogan, Big Bill of Chicago (Indianapolis, 1953), pp. 271-277; William B. Northrop and John B. Northrop, The Insolence of Office (New York, 1932), pp. 12-16; Walter Chambers, Samuel Seabury: A Challenge (New York, 1932), pp. 227-381.

for repeal.*

"As President, Hoover had to face up to the pledges he had made during the 1928 campaign. One of them, stated in his acceptance speech, had called for a 'searching investigation' of the prohibition situation, both as to 'fact and cause.' Possibly his ultimate decision to extend the investigation to 'the whole of the law enforcement machinery' indicated a desire to relegate prohibition to a place of lesser importance, and to shift the emphasis from whether it was enforceable or not to how it could best be enforced. But the eleven-member Commission on Law Enforcement and Observance, which he appointed late in May, 1929, left a few aspects of the subject unstudied. Headed by former Attorney General George W. Wickersham, it took its duties seriously, and in its final report, submitted January 20, 1931, branded prohibition enforcement as a failure, noted the increase in corruption that had accompanied it, deplored its undermining of law enforcement generally, and regarded with alarm its demoralizing effect on the federal judicial system and on the nation's prison problem. Superficially, at least, the report seemed to favor the retention of prohibition, possibly with a revision of the Eighteenth Amendment which would merely grant Congress authority 'to regulate or prohibit the manufacture, traffic in or transportation of intoxicating liquors.' But the individual opinions of the eleven members were so at variance that even this deduction seems open to question. Two commissioners favored its immediate repeal, seven favored revision with the ultimate goal of national and state monopoly. The report, whatever its authors meant to recommend, revealed fully the existing discontent with prohibition and the need for decisive action.**

* Fabian Franklin, What Prohibition Has Done to America (New York, 1922), pp. 121-129; Gilman M. Ostrander, The Prohibition Movement in California, 1848-1933 (Berkeley, Calif., 1957), pp. 169-181; John C. Gebhart, "Movement Against Prohibition," Annals of the American Academy of Political and Social Science, CLXIII (Sept., 1932), 176-178.

**Ibid., 174-175; Merz, Dry Decade, p. 237; Ray Lyman Wilbur and Arthur M. Hyde, The Hoover Policies (New York, 1937), p. 551; The Report of the Wickersham Commission is printed in House Document No. 722, 71st Cong., 3rd Sess. (Washington, 1931, series 9361). See also Fletcher Dobyns, The Amazing Story of Repeal: An Expose of the Power of Propaganda (Chicago, 1940), pp. 88-89; Warren, Herbert Hoover, pp. 212-218.

"Just as the Eighteenth Amendment was the child of the First World War, so its repeal was the child of the Great Depression. Wet propagandists, adapting to their ends the techniques of the Anti-Saloon League, which in its day had attributed practically all evil to the liquor traffic, now pinned the same accusation on prohibition: 'Every time a crime is committed, they cry prohibition. Every time a boy or girl goes wrong, they shout prohibition. Every time a policeman or politician is accused of corruption, they scream prohibition. As a result, they are gradually building up in the public mind the impression that prohibition is a major cause of the sins of society.'*

"There was much argument, too, as to the cost of prohibition in taxes lost, jobs destroyed, farm produce unsold, buildings untenanted, and the like; no doubt some citizens were influenced by the economic motive, and hoped that repeal might pave the way toward lowered taxes, balanced budgets, and greater prosperity. But in the main it was the psychology of depression that made people change their minds. In prosperous times the voters could tolerate the inefficiency of prohibition, make jokes about it, and let it ride. But with the advent of depression its every fault was magnified, and the best jokes turned stale. The people were in a mood for change. Zealots who had promised the millenium as a result of prohibition, and had delivered bootleggers and racketeers instead, were in a class with politicians who had promised prosperity and delivered adversity. It was about time to wipe the slate clean and start over.** Hoover did what he could to enforce prohibition. He reorganized and enlarged the Prohibition Bureau, transferred it to the Department of Justice, and placed its personnel under civil service. But federal enforcement without state and local support was still a failure. In those localities, mostly rural, where public sentiment favored the law and supported enforcement, it was enforced; elsewhere it was the same old false pretense as under Harding and Coolidge. Eventually Hoover, who hated the saloon and deplored intemperance as much as anyone, made up his mind that

* Peter H. Odegard, The American Public Mind (New York, 1930), p. 180.

** Dobyens, Amazing Story, pp. 375-381; Warren, Herbert Hoover, pp. 218-223.

the Eighteenth Amendment would have to go, and on August 11, 1932, almost three months before the election, announced his decision to the nation. Since the Democratic platform of 1932 also favored repeal, there could be but one end in sight. After the election, in February, 1933, the last lame-duck Congress submitted the repeal amendment, and before the end of the year it became a part of the Constitution."¹

Supplementary Reading

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Only Yesterday: An Informal History of the 1920's, by Frederick Lewis Allen, pp. 204-224. Perennial Library, New York, 1931.

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¹Quoted from Republican Ascendancy: 1921-33, pp. 177-179, 261-263, *passim*. Copyright (c) 1960 by Harper & Row. Used with permission by Harper & Row. No further reproduction authorized without express permission of the publisher.

INDUSTRY

- I. Uses of Alcohol
- II. Manufacture
 - A. Non-Distilled Beverages
 - B. Distilled Beverages
- III. Production
- IV. Distribution
- V. Competition and Advertising

INDUSTRY

Uses of Alcohol

"The alcohol used in beverages is termed grain alcohol, or ethyl alcohol, the latter being its chemical term. There are several other kinds of alcohol. The most common is termed wood alcohol, its chemical name being methyl. It is obtained by heating wood in a closed container. The resultant vapor is condensed into a liquid, hence the name wood alcohol. It is highly poisonous. When used as a beverage, death or blindness may result.

"There is also denatured alcohol. This is a term applied to ethyl alcohol which for industrial purposes has had added to it methyl alcohol, benzine or other substances which have about the same boiling point as ethyl alcohol and cannot be separated from it by the process of distillation. These materials render the alcohol unsuitable for beverage purposes but do not interfere with its use in industry.

"Ethyl alcohol has very wide and valuable utilizations in industry. Some of these uses are: as a solvent and in drugs, flavoring extracts, perfumes, hair tonics, shaving lotions and various cosmetics. It is a source material from which plastics and certain synthetics come.

"It is also a source from which are produced chloroform, iodoform, ether, ethylene and vinegar. It is used in the preparation of soaps, dyes, imitation leather, explosives, celluloid and photographic film. On account of its low freezing point, it is used as an anti-freeze in automobiles.

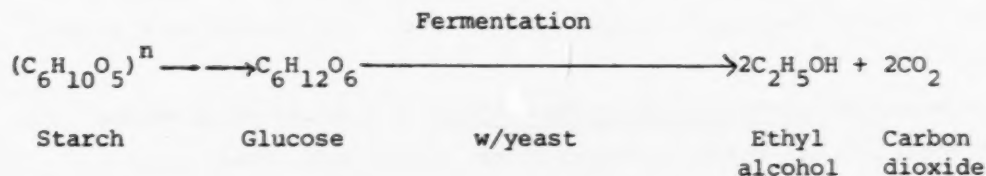
"Being highly inflammable and combustible as a vapor it is valuable for heat and light and may be used instead of gasoline, though methyl alcohol being less explosive, is generally used for these purposes."¹

¹Quoted from The Problem: Alcohol--Narcotics, p. 23, with the permission of Texas Alcohol Narcotics Education, Inc., 2814 Oak Lawn, Dallas, Texas 75219. Direct quotes from these selections may not be used except for classroom use.

Manufacture of Alcohol

"The alcohol of greatest concern in our lives, socially, psychologically and physically is ethyl alcohol. Since it is the only alcoholic constituent found in beverage alcohols, we will now turn our attention to it.

"Several alcohols (ethyl, n-butyl and amyl) are commercially produced by the fermentation process using such microorganisms as yeasts and bacteria. The fermentation of starch and sugar with yeast gives ethyl alcohol and carbon dioxide as follows in a simple equation:



"Most of the ethyl alcohol produced by fermentation by commercial use is made from the 'blackstrap molasses' that remains as a residue at the sugar refineries after the crystallizable cane sugar has been removed from the cane sap.....

"There are two kinds of alcoholic beverages produced initially by fermentations ... : (1) nondistilled beverages and (2) distilled beverages. Both kinds contain ethanol in some proportionate amounts.

"First, let us define nondistilled beverages. This category includes wines, beer, ale, [and] hard cider

"The concentration of alcohol in wine ranges from 10 to 22 per cent by volume, being between 12 and 14 per cent in most wines. Wines are fermented fruit juice. Usually, dry wines have only slight traces of sugar left in them following fermentation. Sweet wine contains from 2 to 15 per cent sugar added after fermentation is complete. In sweet wine, the alcohol content must be above 15 per cent to keep the sugar added from fermenting, since wine is not usually pasteurized.

"Higher concentrations of alcohol in wine [called fortified wines] are secured by adding brandy or wine spirits at the time of commercial

bottling. The latter is essentially about 90 per cent alcohol made by efficient distillation of wine. Sparkling wines, such as champagne, contain greater quantities of carbon dioxide. They are dry and contain about 12 per cent alcohol.

"American made beer usually contains from 4 to 5 per cent of alcohol by volume, from 3.2 to 4 per cent by weight. Ale, like beer, is a malted beverage and contains from 6 to 8 per cent alcohol by volume.

"Both beer and ale are produced by yeast fermentation of prepared 'wort' from the flour of small grains, wheat and barley. Thus, the term 'grain alcohol' came into use.

"Hard cider or apple wine is produced by the yeast fermentation of sweet apple juice. Most apple wines contain from 5 to 10 per cent alcohol by volume.

"The second kind, distilled beverages, is a class of beverage 'spirits' that include whiskey, brandy, rum, gin, [and] vodka

"Whiskey is made from the liquid portion of the fermentation tank, called 'distiller's beer.' This liquid is distilled in a simple still to produce raw whiskey. Most raw whiskeys are made from cereal grains and when properly distilled yield from 60 to 80 per cent alcohol by volume. Raw whiskey is then aged in charred white oak barrels from 2 to 8 years to improve the flavor, then bottled with the appropriate 'proof' designation of from 40 to 50 per cent by volume.

"Brandy, or cognac of French derivation, is made by distilling wine. It contains from 40 to 50 per cent alcohol by volume. Brandy is aged in wooden casks like whiskey and has some significant traces of methyl (wood) alcohol in it.

"Rum is a distilled beverage from molasses derived from sugar cane. It is 80 to 100 proof.

"Gin is made from neutral spirits (ethyl alcohol) and water. Juniper berries and orange peel are added to the mixture for flavor. The mixture is either distilled or simply strained. Gin is usually 80 to 100 proof.

"Vodka, like gin, is a mixture of neutral spirits (ethyl alcohol) and water. Much of the commercial source is 100 proof.

<u>Beverage</u>	<u>Average Drink</u>	<u>Pure Alcohol</u>
Distilled spirits:		
Whiskey	Mixed drinks	1/2 ounce
Brandy & Liqueurs		
Rum		
Gin		
Vodka		
Nondistilled beverages:		
Wine	one 3 1/2 ounce glass	1/2 ounce
Beer	12 ounce bottle	1/2 ounce

1

Production

"Today most business is big business, and most of the production of alcoholic beverages is concentrated in a few very large firms. Many of these steadily increase in size as they diversify their products, merge, or acquire subsidiaries.

"The products other than beverages that are marketed by the alcohol industry attest to the growing trend toward product diversification. Among these products are petrochemicals, pharmaceuticals, cosmetics, and livestock feed.....

" ... [A] factor peculiar to the alcoholic beverage industry ... [is] that most distilled liquors and wines must be aged and stored for long periods before they are sold. Aging, on the average, takes two to four years. Storage adds to production costs. It also increases the marketing risks, since the public demands and tastes are difficult to predict several years in advance. The cost of aging alcoholic beverages increases steadily with each year of storage. By the eighth year, the aging costs equal the original costs of production. For example, say the average initial cost of producing one gallon of bulk whiskey is about \$1.25. If this gallon is aged for four years, its production cost rises to \$1.88; after eight years, to \$2.50....

"Hourly wage scales in the industry are considerably higher than

¹Notes on Alcohol Education for Teachers, pp. 15-17, Bulletin 37, Department of Education and Department of Public Health, Michigan, 1970.

the average for all manufacturing. For example, they are about 15 per cent above those paid in the food industries. The average earnings in the beer-making segment are at least one fourth higher than those in distilled spirits, making wages in beer manufacturing among the highest in all industries.*

Distribution

"Once a product is made, it must be distributed, marketed and sold by economic processes which involve many aspects of the business world. In the case of the alcoholic beverage industry, local, state, and Federal governments are also concerned.....

"The costs of distribution must be added to the previously cited costs of manufacturing. Such costs are reflected in the wholesale and retail markups over invoice costs. On the average, if manufacturers sell liquor to wholesalers for \$1, the latter will resell it for about \$1.15. Retailers in turn will resell it for about \$1.48. [According to one study, the] average retailer ... obtained a gross margin of about 20 per cent on sales and 25 per cent on his invoice costs of merchandise. His expenses amounted to 17.1 per cent of each sales dollar, netting him a clear profit of 2.6 per cent. Salaries and wages accounted for the highest costs, amounting to slightly more than one-tenth of every sales dollar."¹ [For information on taxes and government controls, see pages 253-255.]

Competition and Advertising

The same techniques of persuasion are used for alcohol ads as for other products. Most of these common techniques are explained below.

1. Testimonial: An important personage testifies that he has used a product. The buyer says to himself: 'If he uses it, it must be good.' The person may actually know nothing about the quality of the product.
2. Appeal to the senses: Pictures or sounds are used to appeal to the senses. The buyer begins to 'taste' and is motivated to buy.

* U.S. Department of Labor, Reports, 1962.

¹ From Teaching About Alcohol, by Frances Todd, pp. 84-86, *passim*. Copyright (c) by McGraw-Hill Inc. Used with permission of McGraw-Hill Book Company. No further reproduction authorized without express permission of the publisher

3. Transfer: A good-looking, sociable, sexy or well-dressed man or woman sells the product. The buyer associates the product with someone good-looking or admirable and imagines that when he uses the product he will become like that person.
4. Bandwagon: Language is used that suggests that 'everyone' or 'all the people' are doing it or using it. The buyer doesn't want to be left out, or does not want to appear 'out of it,' even to himself, so he buys the product.
5. Plainfolks: An ad shows an average person recommending the product, so the average buyer identifies with that person and takes his advice.
6. Glittering generality: An ad uses words like 'best,' 'your first one's never your last one,' 'the only' and 'great.' The claims have no substantiation in fact, but because the buyer is bombarded with words that have positive associations, the buyer receives a positive impression of the product.
7. Appeal to romance or fantasy: (similar to transfer) White knights, green giants, skilled super athletes are featured in a commercial. Only unreal features and powers are attributed to the product but the buyer associates these powers with the product anyway.
8. Humor: People tend to remember or at least have a positive association with an ad that makes them laugh; when they remember the ad they think of buying the product.
9. Statistics: Buyers tend to be impressed by statistics. Ads leave out contingencies or variables such as who conducted the study or what kind of people were polled.
10. Cardstacking: Ads give one-sided portrayals of their products. Only the beneficial aspects are mentioned, not the weaknesses.
11. Fact vs. opinion: Statements that are opinions that can't be or haven't been proven carry weight and seem like facts if the buyer is convinced the speaker knows what he is talking about.
12. Concern for the public good: Ads which claim concern about social or ecological problems; We care about our environment. ¹

"As in all industries, producers and distributors vie with each other for the buyer's dollar. In the alcoholic beverage industry, advertising is directed at prospective purchasers all along the line from

¹ Abt Associates Inc.

distiller to drinker. Rivalries center about price, packaging, display, service, credit, delivery, range of products In addition, competition operates within three limitations which are unique to the beverage-alcohol industry. Two of them apply to liquor advertising, which is stringently regulated by both government and by the industry itself. The third is in the area of price control.

"From state to state and from community to community there are wide variations among the governmental restrictions on advertising alcoholic beverages. Frequently prohibited are advertisements containing scenes of drinking, women and athletic events. Billboard advertising, window displays, and prize contests are contrary to the policies in some localities. Yet despite such local, state, and Federal regulations, alcoholic beverages, together with automobiles, soap, cigarettes, cosmetics, and drugs, are among the most widely advertised products. According to United States Treasury reports, the alcoholic beverage industry spends about 4.5 per cent of its annual gross receipts on advertising.

"In accordance with controls imposed on members by the industry itself, distilled liquors are not advertised on radio or television. Beer and wine, however, do use these media. Compared with other industries, the alcohol industry is very circumspect about advertising, because it aims to create and maintain a favorable public image.

"The Licensed Beverage Industries, Inc., the public relations arm of the distilled spirits industry, reports that in spite of increased advertising in the various mass media in the past decade, the consumption of distilled liquor, wine, and beer has remained essentially unchanged. In fact, consumer expenditure even declined relative to income in this period.

"Contrary to the national policy applied to most industries, the government imposes price-cutting restrictions on the beverage alcohol

industry. By keeping prices high, government hopes to limit consumption. In about fifteen states, retailers by law must adhere to the retail prices set by the manufacturers. In other states, slightly more liberal price controls are designed to restrain price competition among retailers and retain it for either the manufacturer or state control agencies. One outcome of this resale-price-maintenance policy has been to divert price competition into packaging and services."¹

[Two rather different views of the Licensed Beverage Industries follow: "A" is from an article in the Christian Science Monitor, "B" from the Newsletter, a Licensed Beverage Industries publication.]

A. "The fact is that the liquor industry--and here that includes the bottling and brewing corporations, the distributors, the advertising and sales agencies, the retail outlets--is not yet taking the steps necessary to help stop the drunken driver. These could include unequivocal support on the state level of stiff presumptive blood-alcohol levels.

"In fact, despite heavy expenditures in alcoholism research through university grants during the past decades, as well as a recent spate of magazine advertisements by the industry declaring its intention to help rid the highways of drunken drivers, the industry's role, some feel, has been lukewarm at best and perhaps even somewhat dangerously misleading.

"Liquor lobbyists are active behind the scenes in every state legislature in the nation, utilizing high-powered law offices and public-relations firms. They are coolly efficient, skilled political tacticians and lavishly financed.

"Many experts hold that there is a need for dispassionate, analytical studies of the correlation between liquor sales and per capita consumption and highway accident rates. Such information is needed to guide state legislators in setting realistic tavern and cocktail bar hours and liquor-license policies. Emotionalism, either against or for liquor sales on a totally unrestricted basis, cannot be tolerated when the highways are being turned into battlegrounds, they say.

¹From Teaching About Alcohol by Frances Todd, pp. 86-87. Copyright (c) 1964 by McGraw-Hill Inc. Used with permission of McGraw-Hill Book Company. No further reproduction authorized without express permission of the publisher.

"The liquor industry in the United States is an economic giant. Many a longtime newsman, particularly at the state level, would also say a sort of political giant as well. The industry, with an employment of about 1.8 million workers, grossed more than \$21 billion in 1969 and paid out more than \$8.2 billion in taxes. More than half of this went to the federal government.

"The industry is also one of this nation's most important advertisers, spending more than \$200 million annually--some \$88 million of that going to magazines last year.

Support for U.S. drive avowed

"And now that cigarette advertising is being forced from the television screen, it is known that some broadcasting officials are casting hungry eyes at liquor advertising as possible new revenue sources. In addition, the liquor industry's many ties with the entertainment industry further its ability to reach the public in almost countless ways with a favorable public image.

"On the national level, the industry avows its support for the Department of Transportation's new campaign to curb the drinking driver.

"'What is our stand on the issue of drinking and driving?' Asked a recent full-page Time and Newsweek ad purchased by the Licensed Beverage Industries, Inc. 'It's the same as the National Safety Council and the American Medical Association.' Industry spokesmen have stressed that the industry's position--like that of the NSC, the AMA, and the Department of Transportation--is twofold: getting the chronic alcoholic, who constitutes perhaps the largest part of the accident problem, off the highways, while also supporting educational campaigns to acquaint 'social' drinkers with 'safe' drinking limits.

"Get down to the state level, however, where anti-drunken-driver legislation--such as implied-consent statutes and presumptive levels--is enacted, and the picture clouds considerably. In fact, one invariably finds that the industry is quiescent (not supporting such measures at all) or actively in opposition.

'Let's enforce existing laws'

"Take Michigan, for example. Safety advocates there have been trying to lower the state's presumptive blood-alcohol level from .15 percent to .10 percent. The Michigan Licensed Beverage Association (LBA) is against the bill. 'We say the state has enough laws now,' argues Eddie Shepherd, coordinator of activities for the Michigan LBA. 'Let's enforce the existing laws.'

"He adds: 'Most accidents occur on roads within 25 miles of a person's home anyway. The answer is obviously diverting some of those Interstate-highway funds to secondary roads and arterials.'

"And the Michigan LBA's coolness to the .10 percent presumptive level, it must be said, is hardly unique.

"The lack of clear-cut specific industry support for the federal .10 percent standard and implied-consent laws, say some critics of the industry, is only one part of its dubious role in stopping the problem of the drinking driver. Perhaps more important, they say, are certain industry practices and objectives that taken together almost ensure accidents.

"Such practices, say these critics, include an industry drive to:

"1. 'Increase across-the-board and per capital sales (per capita consumption on the national average has increased little over the past few years).

"2. 'Expand Sunday sales (16 states do not allow such sales).

"3. Lower the legal drinking age whenever possible."¹

B. "Industry Stable in 1971 Despite Uncertain U.S. Economy: Donovan

"The past year,' according to the industry spokesman, 'reflected the continuing, realistic change in public attitudes toward drink and drinking; a change marked by growing awareness of the facts about the moderate social use of beverage alcohol.'

¹ Stop the Drunk Driver, pp. 37-38, by Guy Halverson. Quoted by permission from the Christian Science Monitor (c) 1970, the Christian Science Publishing Society. All rights reserved.

"This evolutionary change 'was evidenced in 1971 by the continued modernization of archaic liquor control laws in more realistic accord with the social drinking customs of various states and communities,' the LBI president stated.

"The trend was specifically documented, he noted, in the further expansion of legal sales areas and in the approval of sales by the drink and Sunday sales in scores of localities which hitherto restricted such sales. The LBI president's year-end report also pointed out the exorbitant and disproportionate taxes which burden the consumer of distilled spirits: \$10.50 per gallon Federal tax, plus state and local levies which bring the average total tax per gallon to about \$14.

"Citing survey bills, Donovan said 178 legislative bills in 39 states were introduced in 1971 to increase taxes on alcoholic beverages. Seven states boosted excise taxes during the year bringing the state tax per gallon average during 1971 up to \$2.53. With New York's increase of \$1.00 a gallon, effective February 1 of this year this average has been boosted to \$2.56.

"Today, he noted, the total tax burden on a \$4.75 bottle of distilled spirits averages 58 per cent of the retail price. He added: 'This excessive and inequitable taxation repeatedly has proved to be self-defeating; it drives business to neighboring communities and states with lower tax rates. And it encourages the production of illegal whiskey for the moonshine racket on a large scale.'"¹

Supplementary Reading

Alcohol Education for Classroom and Community, by Raymond G. McCarthy (ed.), McGraw-Hill, 1964, chapters 4, 18, 19.

Chapter 4--Alcohol and the Alcoholic Beverages, by R.W. Harger.

Chapter 18--The Alcoholic Beverage Industry and the Economy, by A.R. Oxenfeld and L. Wattel.

Chapter 19--An Analysis of the Influence of Alcoholic Beverage Advertising on Drinking Customs, by H. Leventhal.

¹Quoted from News Letter, January, 1972, #311, with permission of the Licensed Beverage Industries, Inc. Direct quotes from these sections may not be used except for classroom use.

The Alcoholic Beverage Industry: Social Attitudes and Economic Progress,
LBI Facts Book 1971. Licensed Beverage Industries, Inc., New York, 1972.

Moonshine: The Poison Business, Licensed Beverage Industries, Inc. 155
East 44th Street, New York, New York 10017.

PHYSICAL EFFECTS

- I. Introduction
- II. Alcohol Metabolism
- III. Absorption
 - A. Definition
 - B. Influences
 - 1. time
 - 2. food
 - 3. rate of drinking
 - 4. type of drink
- IV. Alcohol Concentration
- V. Oxidation
- VI. Alcohol as a Food
- VII. Effects on Body
 - A. Liver
 - B. Kidneys
 - C. Blood pressure
 - D. Stomach
 - E. Skin

PHYSICAL EFFECTS

"Current medical doctrines agree that whatever affects one organ may influence others, even in remote areas of the body, and that physical, mental, and emotional influences are interdependent. In this psychosomatic framework it is presumptuous to fragment information on the effects of alcohol into an organ-by-organ analysis without cautioning the reader that such an arrangement is more expedient than accurate.

"Further, the statements which follow are based on laboratory-centered research which does not take into account one elusive variable: the social and personal setting in which drinking occurs. The atmosphere of a cocktail party, or that of skid row, a mood of despair or of elation --these may well influence alcohol's effects even though the influence cannot be measured. [Recent investigations have been able to measure effects of these influences.] Somehow an olive in a pretty cocktail glass is much more glamorous than the same olive in the jar.

"With these important qualifications, this chapter presents research findings about the effects of alcohol on the body's activities.

"Any food or drug (and alcohol is both) is immersed in powerful chemical baths as it is tossed about by the muscular contractions of the organs in the alimentary canal. Most foods, as a result of immersion in these chemicals and enzymes contained in the digestive juices, are reduced to forms simple enough in molecular and chemical structure to be absorbed and used by the cells. Alcohol is one of the few foods that is already simple enough to be absorbed at once; its molecules are small enough and its chemical pattern simple enough to be used for fuel almost immediately after swallowing.

"While alcohol can enter the body via the skin or by inhalation, intravenous injection, or enema, we are concerned only with the popular method, swallowing. But regardless of how it enters the body, its metabolism, the way it is used or disposed of, consists of four phases:

"1. Absorption, which takes place in the stomach or small intestine, where alcohol enters the bloodstream at a highly variable rate.

2. Distribution, in which alcohol travels in the blood to each organ, tissue and cell. By simple diffusion alcohol leaves the bloodstream and enters the cells.

3. Oxidation, in which the liver, at a fixed speed, remodels the chemical structure of alcohol to release heat and energy. The heat and energy, or calories, resulting from the oxidation of alcohol are used by the body cells instead of calories released from any other food. Whereas most foods may be metabolized in any cell of the body, alcohol is metabolized chiefly in the cells of the liver.

4. Elimination, during which a small quantity (2 to 10 percent) of the alcohol escapes unused via the breath or urine.

"Two of the phases of alcohol metabolism--absorption and oxidation--will be discussed more fully below because they are pertinent to the problems arising from misuse of alcohol. Ill effects from alcohol result when its oxidation lags far behind its absorption.

"Absorption means that in almost blotterlike fashion the tiniest of blood vessels, the capillaries, in the walls of the stomach and small intestines pick up alcohol very soon after it is swallowed and transport it throughout the body. Within a few moments after a sip or two is taken, some of it is detectable in the blood, i.e., it has been absorbed in this short time. Until alcohol penetrates the brain cells, it cannot affect behavior. It may be said, then, that alcohol remains inactive as long as it stays in the stomach or small intestines, but when too large quantities of alcohol are used within too short a period, too much alcohol is absorbed too rapidly for man's well-being. It is during this time lag between intake and use, or between absorption and oxidation, that alcohol's effects are experienced. Whereas the constant oxidation rate (which will be explained in a later section) is difficult [actually impossible] to hasten significantly by any known scheme, there are numerous influences which may hasten or deter absorption.....

"How much is consumed determines how long it will take for all of it to be absorbed. The greater the amount consumed, the longer the period required for absorption.....

"The presence of any food in the stomach inhibits the absorption of alcohol because all foods contain some water and thus provide additional fluids in which the alcohol can be diluted. In an empty stomach, the only

fluids available for diluting the alcohol are those contained in or secreted by the stomach itself. A person who drinks on an empty stomach has a higher alcohol concentration in his stomach than one who drinks the same amount on a partially or entirely full stomach.....

"Still another factor related to the absorption rate is whether one gulps or sips his drink. Sipping a drink slowly over a period of time prevents the concentration of alcohol from becoming significantly high by the simple mechanism of providing less alcohol to be absorbed at one time.....

"Oxidation is the process by which the cells combine the dissolved food in the blood with oxygen and thereby release heat and energy. As a result, carbon dioxide and water are returned by the tissues to the blood as waste products of combustion.....

"What regulates each person's ability to dispose of alcohol, or stated in another way, his personal fixed rate of oxidation, is the quantity and activity of the alcohol enzyme in his liver cells. A large individual will usually burn alcohol faster than a small one. For example, the liver of a 300-pound person will weigh about double that of a 150-pound one. Assuming that each has healthy livers, the heavier person will destroy twice as much alcohol as the lighter person in the same period.... [A 150-pound man can oxidize approximately one drink per hour.]

"From time immemorial, man has sought ways to increase the oxidation rate, or in everyday terms, to sober up rapidly after too many drinks. The popular notions that exercise, fresh air, cold showers, hot baths, shock or black coffee will reduce or negate the effects of excessive drinking have absolutely no foundation in fact."¹ [Although these methods may cause a person to feel more wide-awake, he will still be as impaired as before.]

"Is alcohol a food? Dorland's Medical Dictionary defines food as 'anything which, when taken into the body, serves to nourish or build up tissues or to supply heat.' Because it does 'supply heat' (as it is oxi-

¹From Teaching About Alcohol by Frances Todd, pp. 53-59, 62-29, passim. Copyright (c) 1964 by McGraw-Hill Inc. Used with permission of McGraw-Hill Book Company. No further reproduction authorized without express permission of the publisher.

dized, or burned up), alcohol may be classified as a food.

"Alcohol is neither a complete nor a desirable food, however. It contains no vitamins, minerals, proteins, or other essential nutrients which nourish and repair body tissues. This is why alcohol does not have to be digested. The only thing supplied the body by alcohol is calories, or heat energy. A one-ounce 'shot' of 86 proof whiskey, for example, contains about 90 calories--more calories than are contained in a small bottle of soda or two medium strips of bacon.

"Furthermore, these alcohol calories cannot be stored for future use as can calories from most other foods. Alcohol calories are burned up, or oxidized, immediately. They displace the calories ordinarily supplied by other foodstuffs. Therefore, unless a person who takes in several hundred calories in the form of alcohol reduces his intake of calories from other foods by the same number, he will probably gain weight.

"[A] ... person who receives a major portion of his daily caloric requirements from alcohol fails to get the necessary vitamins, minerals, and proteins. Such nutritional deficiency results in lower resistance and higher susceptibility to many ailments, such as kidney and liver disease, and disorders of the nervous system."¹

"Because of the liver's mandatory role in processing alcohol, it is not suprising that there are numerous reports of laboratory tests and clinical observations concerning the effects of alcohol on this vital organ. First, no change or damage has ever been found to result from drinking moderate amounts of alcohol by those with healthy livers. Second, extensive, excessive, and prolonged drinking habits frequently lead to seriously impaired liver functions.

"In the concentration in which it occurs in the body, alcohol has no direct action, harmful or helpful, on the kidneys. The frequent urination so common after drinking is the result of the action of alcohol on the antidiuretic secretion of the pituitary gland. Alcohol causes a decrease in this secretion and hence an increase in urination; in other words,

¹From A Programmed Unit on Facts About Alcohol, p. 15, by Julius B. Shelvin and Isidor H. Goldberg. Copyright (c) 1969 by Allyn & Bacon Inc. Reprinted by permission of Allyn & Bacon Inc.

alcohol is a diuretic.

"After two or three drinks the pulse rate, blood pressure, and total flow of blood throughout the body usually increase about 5 per cent. The resultant increased circulation lasts only about fifteen minutes. In the case of persons with impaired hearts, alcohol has no beneficial effects, but in the judgment of many cardiac specialists, moderate drinking probably will not harm them.

"In the concentration found in the body after moderate drinking, alcohol has no irritant action on the tissues of the stomach. In the large quantities consumed by those who drink excessively, the stomach lining may be irritated so badly that chronic gastritis results. Vomiting and nausea frequently follow immoderate drinking, particularly in the case of persons unaccustomed to drinking.

"Either the nonalcoholic ingredients in a drink (such as the congeners or the mix) or the combination of two or more beverages (such as drinking first gin and then whiskey) may cause digestive upsets in some individuals in the same way that certain combinations of foods upset some people. The risk of intoxication is neither enhanced nor diminished by combining drinks, but the likelihood of malaise is increased. It is the quantity of alcohol, not how it is flavored, that intoxicates.

"Skin. In moderate amounts, alcohol causes a dilation or expansion of the capillaries which gives a rosy glow to the face, a feeling of warmth, and an increase in perspiration. The warmth is an entirely false sensation, since alcohol does not increase the rate at which the body produces heat. The nerves which register temperature lie very close to the skin's surface and so are able to pick up the small amount of heat momentarily produced by the increased blood supply to the skin. Following this short-lived surface reaction, the body temperature falls. It is thus evident that the belief that a drink will warm up a chilled person is false."¹ [Therefore, attempts to revive, with alcohol, people in shock or people bitten by snakes may be detrimental, since these individuals may

¹From Teaching About Alcohol by Frances Todd, pp. 71-73. Copyright (c) 1964 by McGraw-Hill Inc. Used with permission of McGraw-Hill Book Company. No further reproduction authorized without express permission of the publisher.

already have dangerously low body temperatures.]

Supplementary Reading

Alcohol Education for Classroom and Community: A Source Book for Educators, by Raymond G. McCarthy (ed.), McGraw-Hill Book Company, New York, 1964.

Chapter 5--The Sojourn of Alcohol in the Body, by Rolla W. Harger.

Chapter 6--The Response of the Body to Different Concentrations of Alcohol: Chemical Tests for Intoxication, by Rolla W. Harger.

The Art of Spirited Cooking and Calling All Cooks to Order, Licensed Beverage Industries, 155 East 44th Street, New York, New York.

BEHAVIORAL EFFECTS

- I. Introduction**
- II. Inhibitions**
- III. Muscular Control**
- IV. Degrees of Impairment**
- V. Influences**
 - A. Situation**
 - B. Mood**
 - C. Attitudes**
 - D. Drinking Experience**
- VI. Developing a Tolerance**
 - A. Tissue Tolerance**
 - B. Psychological Tolerance**

BEHAVIORAL EFFECTS

"Alcohol may be classified pharmacologically as an anesthetic and also as a narcotic. In small doses it has a quieting or sedative effect, in larger doses an analgesic or pain-killing effect, and in even larger doses a hypnotic, narcotic, or sleep-inducing effect.

"Alcohol's effects on the brain and nerve cells, and in turn on human behavior, are similar to those of chloroform or ether. In small quantities alcohol is a mild depressant, and in large quantities an anesthetic. The intoxicating action of alcohol affects the brain first, since the brain is highly sensitive even to very low alcohol concentrations. A sufficiently high concentration provides a medium in and around the brain cells which impairs their normal functioning. The disturbances which result are shown in the activities of the organs controlled by the brain, not in the body tissues themselves. For example, the staggering gait and slurred speech of the drunk are the result of the indirect action of alcohol in the nervous system. In the concentrations present in the blood, alcohol causes no organic damage in the brain: the cells are not destroyed, dissolved, injured, or dried out, even if large quantities of alcohol are consumed repeatedly."¹

"Alcohol acts as an anesthetic as soon as it is carried by the blood stream to the brain. From this point on, the person is affected because alcohol begins to depress the central nervous system. The degree to which he is affected depends on the concentration of alcohol in his blood.

"Therefore, one factor that determines the effect of alcohol is the size of the person. An ounce of alcohol distributed throughout the body of a 100 pound person will result in a concentration of alcohol in his blood of .06%. In other words, .06% of his blood is alcohol. We call this his blood alcohol level. The same amount of alcohol in a 200 pound person will result in .03% alcohol blood level because that person has twice

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as much body fluid with which to dilute this ounce of alcohol. This means that the 200 pound person will have to consume 2 ounces of alcohol to get the same effect the 100 pound person gets from 1 ounce.

"Another important point to consider is that the degree to which a person is affected is not always reflected in his behavior. People react differently to alcohol in outward appearance. Some people let themselves go, so to speak, after 1 or 2 drinks, while others or even the same person sometimes can consume larger quantities without the effects being noticeable. This is because up to a point a person can learn to control his outward behavior after drinking, if he sets his mind to it. This is the interesting phenomenon known as psychological tolerance, which we will deal with later. The point we want to note at this time is that there is no way of telling by a person's outward behavior how much alcohol he has consumed or how much of his brain has been anesthetized.

"One of the peculiar characteristics of alcohol, or of any anesthetic, is that not all the nerve centers in the brain are affected by the same blood alcohol level. Some nerve centers are more resistant than others. The nerve centers controlling the automatic processes such as breathing are the last to be affected. The first to be affected are the centers controlling the higher functions that have been learned. Among these are the inhibitions and judgment.

Inhibitions

"Inhibitions are restraints that human beings develop. We are not born with them.... We learn to say or do or not to say or do certain things because we are concerned about what our parents or our friends will think of us. We also learn that there are things we do not say or do because they are wrong. Eventually through application of these restraints again and again over a period of years, they get to be a normal and fixed part of our behavior. The more fixed these inhibitions become, the more automatic they become and the less they will be affected by alcohol. The younger a person is, the less fixed are these inhibitions and the more quickly they will be released by alcohol.

"Not all people are as restrained as others; nor are all people always comfortable with these restraints. They are perhaps overly self-

conscious of what others think or say about them to the point where they are uncomfortable in the presence of others; or perhaps they are unable to do the things they would like to do. For such people particularly, alcohol has a welcome effect. By removing their inhibitions they become less concerned with what other people think of them. They feel more at ease, talk more freely, become more active. They give the impression of being stimulated because the brakes have been removed.....

"There are many who believe that for this reason alcohol serves a beneficial purpose at a social gathering. It 'loosens' people up, makes them more friendly and comfortable in one another's presence, more tolerant, less critical of themselves and others."¹

"The normal man drinks to heighten pleasure and enthusiasm--to intensify, to relate, to communicate, to feel, to let go, to socialize Apparently, then, liquor does not need thirst or taste to attract its followers. What it does do is relax you; it frees you for a time from your nagging inner self and helps make the world brighter; it heightens your pleasure and makes you feel good.....

[The relaxing effect of alcohol is also an aid to digestion.] "As the famous physiologist E.H. Starling once wrote:

Not only is greater enjoyment obtained from the meal. The enjoyment is due itself to the fact that alcohol has given him repose of spirit from the endless little worries of the day's work. He has sat down to dinner fighting the battles of the day over again, preparing for the work of the future, and seeking methods of warding off possible dangers to himself or his plans. But for the moment these thoughts and cares are no longer of any value to him; the time has come for repose and repair; and to obtain digestion and assimilation he needs to free his mind of them. Under the influence of alcohol past troubles cease to repeat themselves and to reverberate in his mind."²

¹Alcohol in Our Society, by Bernard and Levi N. Larsen, pp. 25-26. North Dakota Commission on Alcoholism, 1969.

²Selections from Liquor: The Servant of Man, by Morris E. Chafetz, pp. 51-52, 151, 164. Copyright (c) 1965 by Morris E. Chafetz. Reprinted by permission of Little Brown and Company.

"Muscular control. Since all voluntary movements are under the brain's control, any alteration in the brain's efficiency will be reflected in muscular coordination. There is no evidence that alcohol in any amount, small or large, increases muscular efficiency.... It is important to understand four interdependent facts about the effects of small amounts of alcohol on tasks which involve motor or manual skills as well as judgment and discrimination.

"First, the total detrimental effect on skilled performance increases as the skill becomes more complicated. For example, the ability to drive a car is affected to a greater extent than the ability to unlock a door.... Second, the detrimental effect on a complex but familiar task is usually less than on a simpler but unfamiliar one.... Third, whatever effect does occur is frequently less detrimental for persons accustomed to drinking than for those unaccustomed to it.... Fourth, the extent to which efficiency is reduced is somewhat related to the capacity for self-control the individual possesses as well as to the amount of alcohol in his brain. The man who has a large amount of self-control while sober is likely to retain some of it after a drink or two.....

"The basic fact is that alcohol [enhances or] creates a sense of well-being which in the average man [may lead] ... to overconfidence, an inflated ego, and a willingness to take chances. In the tense or anxious individual, however, alcohol may simply raise confidence to normal levels. This explains why in rare cases social or occupational efficiency may appear to be improved after drinking."¹

Degrees of Impairment

"[The] depression of the nerve centers controlling the inhibitions and judgment centers begins to a mild degree when the blood alcohol level reaches .02%, which, for a person of average weight, would require the ingestion of 1/2 ounce of alcohol. This is the amount usually contained

¹From Teaching About Alcohol, by Frances Todd, pp. 69-70. Copyright (c) 1964 by McGraw-Hill Inc. Used with permission of McGraw-Hill Book Company. No further reproduction authorized without express permission of the publisher.

in one drink of beer, whiskey or wine.

"As more alcohol enters the person's blood, not only are these functions increasingly depressed but his coordination and reaction abilities are affected. A blood alcohol level of .04% to .06% begins to produce a feeling of mental relaxation, a decrease in fine skills, and a reduction of ability to respond and perform. A person at this stage is likely to consider himself more alert and even more capable than normally even though there has been a reduction of his reaction time, his judgment, and his ability to respond to emergencies. Thus, as his actual ability to perform decreases, his confidence in this ability increases....

"As the blood alcohol level reaches .10%, the average drinker's senses of hearing, speech, vision, and balance are affected. This takes about five drinks, each containing 1/2 ounce of alcohol. (5 times .02% = .10%).

"After about eight 1/2 ounce drinks the average person's blood alcohol level will reach .16% (8 times .02), at which point he will have difficulty walking or standing.

"At blood alcohol level of .40% the average person will lose consciousness. He has about 10 ounces of alcohol (10 times .04% = .40%) in his body tissues. All of his faculties have been paralyzed except the automatic processes of breathing and heart beat. Fortunately he is not in a condition to drink any more. He will remain in this coma until the body has disposed of enough alcohol so that the nerve centers controlling consciousness can begin functioning again. This is generally called 'sleeping it off,' which many an inebriate has done in a jail cell.

"Few people realize that a drinker [in a coma] is near the point of death. That many do die while in this coma may be for one of two reasons. Suppose the drinker as he loses consciousness has 3 ounces of unabsorbed alcohol left in his stomach. Absorption, which continues even though the person is unconscious, can build up the blood alcohol level to the lethal point of .5% or .6% (13 x .04% = .52%). This is enough to stop his breathing.

"A second (and more likely) reason for death while in a coma is vomiting, which may cause the unconscious person to choke. For these reasons a drinker in a coma should never be left unattended as he so often

is in a jail cell, room, or automobile. He needs medical attention in a hospital.

"The degrees of impairment we have been discussing are based on a person of average weight (154 pounds). For a 100 pound person the amount of alcohol to produce this impairment is considerably less."¹

Influences

"... Here are a few examples of how psychological factors may influence a person when he drinks:

"The situation. Often, we unthinkingly regulate our behavior when we're drinking, depending on where we are, and with whom. A young businessman, having dinner with a friend, may feel slightly high after one drink. But when he has dinner with his boss the next night, one drink may not seem to affect him at all; he is keeping a tighter grip on his behavior.

"His mood. A person's emotions can affect his drinking behavior. When he is at ease, comfortable, he is likely to stop after he feels the relaxing effect of one drink. But at another time when he is tense or angry, he may feel pressured to continue drinking until his mind no longer focuses on his problems.

"A person's reasons for drinking can actually affect his reactions to alcohol, too. Someone who is drinking to have an excuse for acting up may unconsciously exaggerate the effect that alcohol is having on him. And someone who is boasting that he can hold his liquor may succeed, at first, in masking the effects of the alcohol--until he drinks so much that he finds that he is drunk.

"His attitudes. How a person feels about using alcohol depends largely on attitudes he absorbed while growing up. For instance, if his parents sometimes served a round of drinks when friends dropped in, he may look on drinking as an occasional activity, tied in with socializing, and to be used only in moderation. Someone else, who often heard his par-

¹ Alcohol in Our Society, by Bernard and Levi N. Larsen, pp. 26-27. North Dakota Commission on Alcoholism, 1969.

ents speak of 'needing a drink' in times of trouble, might look on drinking as a necessity whenever he is faced with a serious problem.

"His drinking experience. The person who is used to alcohol recognizes when it is beginning to interfere with his judgment and coordination. Certain reactions warn him when to stop drinking; and he has learned certain ways to control his behavior.

"The inexperienced drinker does not have a clear picture of how he reacts to alcohol, nor has he learned to control his reactions. In fact, since he is expecting the alcohol to go to his head, he may purposely behave with less control. Also, he is unsure of when to stop, so he may drink more than he can handle."¹

Developing Tolerance to Alcohol

"There are many people who believe that with practice a drinker can develop a tolerance or resistance to alcohol so that he will not be affected as much by it as a beginning drinker. They point to the fact that experienced drinkers develop the ability to 'hold their liquor' without outwardly showing the effects of it. Since there are so many misconceptions about this, we need to examine more closely just what is meant by tolerance. There are two kinds of tolerance which outwardly appear the same but which actually are quite different.

Tissue Tolerance

"There is some evidence that prolonged regular intake of alcohol (in other words drinking every day in rather large doses) can develop a degree of what is called tissue resistance. The nerve centers in a desperate attempt to keep the body processes functioning in balance are trying to compensate for the depressant effect of the drug. The more they compensate the more alcohol must be taken to obtain the same degree of effect. Thus, up to a point a person can develop a resistance in his nervous system which

¹"Thinking About Drinking," pp. 30-31, Children's Bureau and the National Institute of Mental Health. U.S. Government Printing Office, 1968.

enables him to off-set the depressant action of alcohol. In that sense he will be more in command of his faculties than a beginning drinker having the same blood alcohol level. However, such tissue tolerance is developed only after prolonged drinking regularly in more than normal amounts. The average drinker does not develop this tolerance to any significant degree.

Psychological Tolerance

"There is another type of tolerance which all drinkers do develop. It is called psychological tolerance. This is a learning process, not a change in the functioning of the nerve centers as occurs in tissue tolerance. The drinker learns to compensate for the effects of alcohol much as a sailor learns to walk across the deck of a rolling ship. He has learned what to expect so that if circumstances require it, he controls his behavior and performance accordingly. With concentrated effort he can walk a straight line even though his blood alcohol level has reached the point of seriously affecting his coordination. Even though he may not see well, he seldom walks into an object because he has learned the precaution of holding his hand out in front of him.

"It is this psychological tolerance that fools people into thinking that a drinker is sober when he is not. That is why by observation alone one cannot determine to what extent alcohol has affected the faculties of a drinker. The fact that he looks and acts sober does not mean that he is any more capable of skilled performance than the beginning drinker who may appear intoxicated."¹

Supplementary Reading

Drinking and Intoxication, Selected Readings in Social Attitudes and Controls, by Raymond G. McCarthy (ed.).

Chapter 2--Psychological Effects, by Edith S. Lisansky.

Alcohol Education for Classroom and Community--A Sourcebook for Educators, by Raymond G. McCarthy (ed.).

Chapter 7--The Psychological Effect of Alcohol, by Edith S. Lisansky.

¹Alcohol in Our Society, by Bernard and Levi N. Larsen, p. 28. North Dakota Commission on Alcoholism, 1969.

COMPARATIVE ETHNIC PATTERNS

- I. Jewish
- II. Irish
- III. Italian
- IV. Chinese

COMPARATIVE ETHNIC PATTERNS

"The Irish, the Jews, the Italians, and the Chinese have been singled out for discussion because for a number of generations they have each followed quite clearly defined patterns of drinking which are strikingly different from one another--different enough to illustrate how widely drinking customs do vary within twentieth-century America.¹ This is not to say that every individual member of these groups always follows the pattern--that no Jew ever becomes intoxicated, for instance, or that Irish-Americans always do. But there are distinct and long-established patterns of drinking among each of these groups, which have attracted the interest of research workers, and a considerable body of material has been gathered describing and identifying their different drinking ways.

Jewish

"The Jews are noticeable for their long record of sobriety, both in this country and in Europe. Sometimes this has led to the mistaken idea that few Jews ever drink or that they drink only rarely. In fact, however, Jews are consistently found to have a higher percentage of people who drink than any other religious group in this country.....

"The fact that drinking is so widespread among the Jews while drunkenness is so rare has indicated to sociologists that here is an example of a drinking pattern that may be quite distinctive. Specific studies have examined the way drinking is done among the Jews, what it means to them, and the broader traditions that are connected with it.

"Drinking has a very special significance in Jewish religious ritual, and it is in religious terms that young people usually first experience alcohol.

"In the Jewish culture, wine represents a whole network of sacred

¹The following passages are from Teen-Age Drinking, by Margaret Bacon and Mary Brush Jones, pp. 85-99, passim. Copyright 1968 by Thomas Y. Crowell Company, Inc. Used with permission of the publisher. No further reproduction authorized without express permission of the publisher.

things. The act of drinking at religious ceremonies is a way of expressing the union of the members of the group with each other and with the most sacred symbols of their culture. Drinking is an act of communion. It does not just 'go along with' a religious ceremony, as it might, for instance, at a Protestant wedding reception. Rather, the drinking is an essential part of the Jewish religious ceremony itself This kind of ritual or religious drinking is woven into almost every major Jewish religious ceremony.....

"Ritual or ceremonial drinking among the Jews, as in other cultures, is surrounded by definite rules which specify the amount and kind of drinking to be done. Wine is generally the prescribed beverage in Jewish rituals, and though substitutes are often acceptable, they too are specified. The amount to be drunk is defined, sometimes in terms of the number of glasses, and sometimes even the size of the glass. Who is to drink is specified, whether it is to be all present or only the men, and so on.....

"Among the Jews, then, drinking is experienced first of all as something that must be practiced, in a certain way, on certain occasions. It is not a matter that is left open to individual choice. The satisfaction from drinking comes from the proper performance of the traditional forms, and not from any individual effect of the alcohol. The idea of drinking for private effect would be opposed to the whole meaning of drinking as it occurs in Jewish ritual. Drunkenness would seem a profanation of ritual, an abuse and violation of all that drinking means as a religious symbol.

"Of course, Jews do not drink only in connection with rituals. Drinking takes place in ordinary social situations, too. But it appears that the way of drinking repeatedly practiced in religious observances carries over, to a large extent, to drinking in general, wherever it occurs.

Irish

"The Irish drinking experience forms a dramatic contrast with the Jewish one. There has been very little research done on the drinking customs and attitudes of the Irish in this country, although their tendency to drink to excess is well established. However, the background of

custom which Irish immigrants brought with them to the United States has been explored in some detail. The massive Irish immigration to this country took place during the nineteenth century and down through the first quarter of the twentieth; most of the immigrants were from rural Ireland. The way of life there during the 1800's when future immigrants or their parents were growing up, and the way drinking fitted into the general pattern of that life, have been studied from numerous records of that day. This historical background offers a good deal of insight into the Irish ways of drinking.

"The Irish farmer lived, for the most part, on the bare edge of existence. The land could only barely support the population. Absentee English landlords, inadequate transportation, English-inspired barriers to industrialization, all contributed to a life of poverty and hardship.....

"Attitudes toward food are one of the earliest things a child learns, and attitudes toward drink are often believed to be associated with them.... In general, food seems to have held many disagreeable associations in Irish culture, and it is often reported that there was a good deal of shame and guilt connected with eating. A 'careless' attitude about food, and a tendency to neglect meals, are a part of the same picture. This in sharp contrast to Jewish culture, where food is highly regarded and enjoyed, mealtimes are occasions, and it is considered extremely important that everyone should eat well.

"Alcoholic drinks appear to have served among the Irish as a substitute for food, both physically and psychologically. On fast days abstinence from drink was never required; when people felt weak from lack of food, it was usual to have a drink, instead of eating, which must have led rather rapidly to intoxication. Drink was not used with meals, and was not usually even kept at home. It was 'special' and separate, with none of the unpleasant emotional associations that food had come to have. Drink alone served as the symbol of hardship for the Irish, where for many other people--again, the Jews are a good example--food and drink together serve this function.

"With the contrasting Irish attitudes toward food and drink, it is not too surprising that the Irish generally managed to keep themselves

supplied with 'poteen,' the native mountain whiskey, or some other form of alcoholic drinks, even though food was scarce.

"Irish farms were small and crowded.... Only one of the sons could inherit the farm.... So long as the sons stayed on the farm, they had to work for the father, the 'old fellow,' as 'boys.' And they were treated as boys in every sense of the word. They could not marry until the father was willing to give up running the farm, even though they might be forty-five or fifty years old before he did so. They had to turn over to him any money they might earn from day labor away from home, and were dependent on the father for spending money and for direction in general. Naturally a great deal of tension and hostility developed out of this arrangement.

"Since marriage was impossible until the 'old fellow' retired, any contact with girls was very much frowned upon. Premarital affairs were strictly prohibited, and the code was enforced by both the church and the peasantry. The sons therefore when not working were expected to spend their time with other 'boys,' and small male groups gathered in taverns to pass the time.

"Drinking was very much expected and approved in these male gatherings, and was almost openly suggested as an appropriate avenue for releasing the tensions built up by submission to the 'old fellow' and the denial of marriage. In fact, abstainers were regarded with suspicion, since it was felt that anyone who did not sit and drink with the rest was likely to be off enjoying the forbidden company of girls.

"In rural Ireland, practically every occasion called for a convivial drinking bout. If friends met or if business was to be conducted, if a ship was launched or if political affairs were to be discussed, drinking was always in order. Halloween, St. Patrick's Day, Easter, Christmas, baptisms, weddings, wakes--all were occasions for extensive drinking. Not to provide a liberal supply of liquor was felt to be stingy.

"At fairs, when livestock was sold, drinking was often a way of sealing a bargain that had been reached after long argument, or of loosening up the bargaining process itself. Farmers were more or less expected to come home from these fairs in a quite drunken condition. In some cases, where the bargaining had been lengthy, the entire price of the animal might

have been used up in drink.

"Along with the extensive use of whiskey on all possible occasions went the practice of 'treating.' It was considered only common courtesy for a man to buy a round of drinks for all his friends and acquaintances who might be gathered at an inn or public house.... It was considered a serious insult to refuse to join another in a drink--at least without a most elaborate explanation. Certainly refusing a drink was regarded as 'a quair way o' showin' friendship.'

"Drinking also seems to have been used traditionally by the Irish as an opportunity to release pent-up aggression. It was apparently a way of handling the hidden resentment felt by the 'boys' against the elders. But more than that, drinking bouts were sometimes used quite explicitly as a means of whipping up or venting political hostilities, especially against the English.....

"Drinking--in this case meaning the fairly heavy use of whiskey outside of the family and apart from meals--was accepted almost universally. The Catholic Church did not object, although it did condemn drunkenness. The rural Irish clergy, recruited from the people, were quite tolerant about drinking, and many of them drank to a greater or lesser extent themselves. Children were given drinks at an early age.....

"The drunkard in Ireland was not condemned by public opinion, unless his drinking went so far as to threaten seriously the family's cash resources. Ordinarily drunken men were treated affectionately by their wives, and their drunken condition was rather envied by other men. A really good wife might even treat her husband the next morning with a 'hair of the dog that bit him'--a drink to cure a hangover. The medical use of alcohol, for a large variety of ailments, was also widespread.

"The Irish way of life invited the use of alcohol as a way of handling all sorts of personal problems. There was no concern over limits to drinking, and the Irish drinker might well feel that he had society's approval to drink as much as he pleased. Despite the prevalence of drunkenness, there is evidence that chronic alcoholism has not been an extensive problem in Ireland. However, both drunkenness and alcoholism are frequent among those of Irish descent in the United States.

Italian

"Italian drinking customs are sharply different from those of both the Jews and the Irish. The Italian pattern reflects a long tradition of drinking wine in leisurely family mealtime gatherings; drinking is seen simply as one aspect of a pleasurable daily event.

"Drinking apart from meals is very uncommon in Italy. Wine is thought of as a food, which supplies energy and is part of the normal adult diet. It is the adult beverage--milk is considered 'baby food.' In many ways, drinking is the same thing as eating; the two are enjoyed together and in the same way.

"Italian drinking patterns have been examined in a parallel study of a group of Italians in Rome, and a group of Italian-Americans (composed of Italian-born immigrants to this country, American-born offsprings of Italian immigrants, and a third generation whose grandparents migrated here).

"The Italian-Americans in the study showed some shift from the traditional drinking customs, especially in drinking alcoholic beverages other than wine, and in drinking more often apart from meals than the native Italians did. Along with these changes, intoxication was less unusual here than in Italy. But to a large extent the combination of wine with meals had carried over in this country, and drinking to the point of intoxication was infrequent.

"Children in both the Italian and Italian-American groups were introduced to alcohol at quite an early age--the large majority had at least tasted an alcoholic beverage by the age of ten. Common practice was to increase the use of wine gradually, from a few drops in a glass of water in early childhood to the undiluted beverage in adolescence. Single experiences with 'too much to drink' often happened early in life, within the family group, and were generally accepted as a matter of course, as a side effect of growing up--much like a childhood stomach-ache from too much candy.

"Even mild disapproval of the use of wine was rare, among both Italians and Italian-Americans. However, the attitude of the native Italians in Rome differed in at least one important respect from that of the

Italians in this country. Those in Italy did not even question the use of wine, but accepted it as a matter of course--for themselves, their husbands or wives, and their children. Among the Italian-Americans, the attitude has shifted from casual acceptance to a positively stated approval. It has been suggested that contact with other groups in America, where alcohol is a controversial subject, combined with the desire to preserve an Italian tradition, may perhaps account for this change in attitude. A slight trend was found among the Italian-American parents to disapprove of the use of alcoholic beverages by children. Practically none of the native Italians disapproved of this, but among the Italian-American parents in this country, 7 to 9 per cent expressed mild disapproval, and 4 to 5 per cent expressed strong disapproval of drinking for children. The feeling of the overwhelming majority in both groups, however, was that drinking was not dangerous for children.....

"In general, Italians have experienced very little trouble because of drinking, and this continues to be true to a lesser extent among Italian-Americans. This seems to be connected with the use of wine with meals, and the attitude of regarding wine as a normal food. The combination of drinking with food, and especially with the starchy Italian diet, prevents the effects of alcohol from being felt to any great extent except on rare occasions.

Chinese

"The Chinese are another group worthy of attention. They drink in many different situations and, on occasion, their drinking is quite extensive and may have a very much stronger effect than would be endorsed among either the Italians or the Jews. Yet in both New York City's Chinatown and in most areas of China itself, alcoholism has been rare, and other problems connected with drinking, such as aggressive behavior and public intoxication, have been uncommon.

"The way the Chinese regard alcohol is, of course, connected with other cultural features that are noticeable in China and differ from much of Western civilization. In a nation of some 600,000,000 people, variations from region to region are obviously to be expected. But histori-

cally the patriarchal family and the extended kinship group have been of great importance in China. Mutual responsibility and dependence are highly valued, in contrast to the individualism and independence that are prized in Western nations like the United States. It has been suggested that drinking in China is viewed largely as a way to cement and express these interdependent relationships which are so valued there, and even heavy drinking is approved as long as it serves this purpose. But drinking that threatens the group--through aggressive behavior, for instance--is quite unacceptable and is penalized. And the strong family and kinship group ties serve as an effective social control.

"Again the easy acceptance of physical pleasure, reported to be common among the Chinese, contrasts with the asceticism and doubts about self-indulgence that are more usual in Western society. Chinese children, for instance, are generally brought up to expect and receive warm physical gratification. They are usually fed whenever they wish to eat, and Chinese parents are not apt to insist on specific mealtimes or urge their children to eat or to fuss about foods that are or are not good for them. It is suggested that because of these early gratifications, drinking like other physical pleasures is accepted and enjoyed without the mixed, emotionally charged feelings common to many other peoples."¹

Supplementary Reading

Society, Culture and Drinking Patterns, by David J. Pittman and Charles R. Snyder (eds.), Southern Illinois Press, Carbondale, 1962.

Drinking and Intoxication: Selected Readings in Social Attitudes and Controls, by Raymond G. McCarthy (ed.), College and University Press, New Haven, 1969.

"Problem Drinking Among American Indians: The Role of Sociocultural Deprivation," by Edward P. Dozier, Quarterly Journal of Studies on Alcohol, vol. 27, no. 1, pp. 72-87, March, 1966.

Liquor: The Servant of Man, pp. 194-215, by Morris E. Chafetz. Little, Brown and Co., Boston, 1965.

¹ Teen-Age Drinking, by Margaret Bacon and Mary Brush Jones, pp. 85-99, *passim*. Copyright 1968 by Thomas Y. Crowell Company, Inc. Used with the permission of the publisher. No further reproduction authorized without express permission of the publisher.

AMERICAN DRINKING PRACTICES

I. Reasons

- A. Reasons for Drinking
- B. Reasons for Abstaining

II. Pattern Statistics

- A. Introduction
- B. Age and Sex
- C. Education
- D. Occupation
- E. Income
- F. Religion
- G. Countries

AMERICAN DRINKING PRACTICES

Reasons for Drinking

"Why one person drinks and another abstains is not easily determined. The reasons are not always apparent to the person himself, much less to others. Surveys of drinking patterns among adults indicate that those who use alcohol do so for many different reasons:

1. Some drink because they like the taste.
2. Some adults continue the habit acquired in youth. They started drinking because their parents drank.
3. Others say they drink because they like the way alcohol makes them feel.
4. Some take a drink out of curiosity.
5. For some, drinking is a means of celebrating a special occasion.
6. Others say they drink to relieve worries and anxieties or tensions and fatigue.
7. Some drink because of social pressures. They are afraid of offending the host or hostess. They do not want to be different; they want to comply with social customs.
8. It is traditional or customary for some families to drink alcoholic beverages, usually wines or beers, with their meals.
9. Some people drink small amounts for relaxation at the end of the day.

Reasons for Not Drinking

"Just as there are many and varied reasons for using alcohol, there are numerous and diverse reasons for abstaining from its use.

1. Some people have personal convictions against its use because of the attitude of abstaining parents.
2. Others abstain because the church to which they belong prohibits its use.
3. Some do not like the taste of it.
4. Most athletes who do not use alcohol refrain because its use is against training regulations.
5. For some the beverage is considered too expensive. They abstain for economic reasons.
6. Some refrain from using alcohol because of ill health or because of an allergy to alcohol.
7. Some object to consuming anything that will impair mental and physical

processes."¹

Pattern Statistics

"Today, probably at least a third of our adult population does not use alcoholic beverages. Many of them refrain on a moral and ethical basis. However, there seems to be no wide-spread feeling even among them for a return to legal prohibition. Their attitude seems to be one which would rely more on a strict enforcement of existing laws and programs of education, especially among the young.

"On the other hand, probably close to 80 million adult Americans do use alcoholic beverages. Users range all the way from the once-a-year drinker to the chronic alcoholic who might be consuming as much as a fifth a day.

"The pattern of teen-age use varies tremendously, based on such factors as sex, age, ethnic background, the family's level of income, education, type of occupation, the part of the country he lives in, and whether he is an urban or rural dweller.

"The following tables prepared by H.A. Mulfer and presented in volume 25, No. 4, of the Quarterly Journal of Studies on Alcohol, under the title "Drinking and Deviate Drinking, U.S.A., 1963," will give some indication of adult drinking patterns.

¹ Alcohol Education Guide for Classroom Teachers, pp. 75-76, Mississippi School Bulletin, Division of Instruction, State Department of Education, 1968.

Table 1--Comparison of percent of adults who drink in the United States, by age and sex, 1946/1963

Age	1946	1963
21-25	73%	78%
26-35	75	78
36-45	68	78
46-55	58	66
Over 55	50	59
Men	75	79
Women	56	63
Total Sample	65%	71%

Table 2--Percent of adults who drink, by years of education, United States, 1963

Years of Education	Percent Drinkers
0-7	46%
8	60
9-11	70
12	79
13-15	76
16	89
Over 16	79
Total Sample	71%

Table 3--Percent of adults who drink, by occupational classification, United States, 1963

Occupational Classification	Percent Drinkers
Laborers	69%
Farmers, carpenters, painters	67
Mechanics, cabinetmakers	76
Machinist, salesmen, managers	73
Electricians, foremen, nurses	83
Musicians, bookkeepers	76
Real estate, insurance agents, secretaries	84
Buyers, store department heads, veterinarians	80
College professors, scien- tists, engineers	87
Dentists, lawyers, judges, physicians	100

Table 4--Percent of adults who drink, by annual income, United States, 1963

Annual Income	Percent Drinkers
Under \$3,000	54%
\$3,000-4,999	64
5,000-6,999	68
7,000-9,999	85
10,000 and over	87
Total Sample	71%

Strauss and Bacon in Drinking in College note the following, based on a survey of 15,000 students:

<u>Religious Affiliation</u>	<u>% Men Drinkers</u>	<u>% Women Drinkers</u>
Jewish	94	94
Catholic	90	78
Protestant	77	60
Mormon	54	23

Efron and Keller, in their "Selected Statistical Tables on the Consumption of Alcohol 1850-1962," give the consumption rates in different countries as follows:

Apparent consumption of alcohol as contained in distilled spirits, wine and beer in certain countries of the population aged 15 years and over (last available year in each country)

<u>Country</u>	<u>Year</u>	<u>Liters per capita</u>
France	1955	25.72
Italy	1960	13.26
Switzerland	1950-55	10.85
Australia	1960-61	9.66
New Zealand	1960	9.03
Germany (West)	1960	8.84
Belgium	1960	8.48
USA	1962	7.99
Canada	1961	7.23
Hungary	1954	7.00
Peru	1957	6.55
United Kingdom	1960	6.16
Poland	1959	5.58
Denmark	1959	5.58
Sweden	1959	4.98
Germany (East)	1960	4.60
Ireland	1959	4.15
Israel	1959	3.68
Norway	1960	3.45
Finland	1960	3.33
Netherlands	1958	3.19

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¹ Man's Experience with Alcohol: A Curriculum Guide and Resource Manual, pp. 43, 46. State of Florida, Bureau of Alcoholic Rehabilitation, Division of Mental Health, Department of Health and Rehabilitative Services, 1970.

Supplementary Reading

American Drinking Practices, by Don Calahan, Ira H. Cisin and Helen M. Crossley. Publications Division, Rutgers Center of Alcohol Studies, New Brunswick, N.J., 1969.



TEEN-AGE DRINKING

- I. Patterns
- II. Reasons
 - A. Social Pressure
 - B. The First Drink
 - C. Current Drinking
 - D. Drinking with Friends
 - E. Symbol of Adulthood
- III. Unique Risks
 - A. Body Size
 - B. Psychological Effects
 - C. Meeting Problems
 - D. Physical Effects
 - E. Inexperienced Drivers
 - F. Nutritional Losses
- IV. Interpersonal Situations
- V. Influencing

TEEN-AGE DRINKING

Patterns

"The adolescent does not invent the idea of drinking. He learns it. The acceptability and desirability of drinking are continually suggested to him by the elaborate integration of the use of alcohol into American culture and adult social behavior. A majority of adults in the United States drink at least sometimes, and research indicates that the proportion of drinkers and their drinking patterns have remained relatively stable since 1943. Children, on the other hand, are generally assumed to be abstinent. Any attempt to explain the persistence of adult drinking necessarily focuses attention on when and how the abstinence of childhood is transformed, for the majority, into the drinking patterns of adulthood.....

"Adolescence is of particular relevance to an understanding of the emergence of drinking or abstinence in our society because it is obviously the transition between the childhood and the adult roles What, in fact, adolescents in our society typically learn to think about and do with beverage alcohol is not merely a matter of speculation. From 1948 to 1963, five studies were made of drinking behavior and attitudes, involving more than 8,000 adolescents in high school....* [The] most striking conclusion to be drawn from a comparison of these various investigations is the similarity of their findings. It is therefore possible to summarize, without specific reference to relatively minor variations in the findings, some of our most basic information concerning what adolescents in our society are thinking about alcohol and doing with it.

* Hofstra Research Bureau, Psychological Division, Hofstra College: Use of Alcoholic Beverages Among High School Students, The Mrs. John S. Sheppard Foundation, New York, 1953.

McCarthy, R.G. (ed.): Drinking and Intoxication, Free Press, New York, 1959.

Slater, A.D.: "A Study of the Use of Alcoholic Beverages Among High School Students in Utah," Quarterly Journal of Studies on Alcohol, 13: 78-86, 1952.

University of Kansas, Department of Sociology and Anthropology: Attitudes Toward the Use of Alcoholic Beverages, The Mrs. John S. Sheppard Foundation, New York, 1956.

University of Wisconsin: Attitudes of High School Students Toward Beverage Alcohol, The Mrs. John S. Sheppard Foundation, New York, 1956.

1. The personal use of alcohol is not typically a childhood experience in this society. The first personal use tends to occur about the thirteenth or fourteenth year, that is, at puberty or upon entrance into high school. Some tasting may have occurred before this time.
2. The probability is quite high that every adolescent in our society will have used an alcoholic beverage at least once before being graduated from high school. The establishment of regular patterns of alcohol consumption does not necessarily follow such experimentation.
3. There is marked variation from community to community in the proportion of adolescents who are 'users' of beverage alcohol, that is to say, those for whom drinking has not been confined to a single isolated experience or to religious situations only. Majorities ranging from 6 to 8 out of 10 adolescents have been found to be users in some communities, both in high school and in college, while minorities of only 3 or 4 out of 10 have been found to be users in other communities. These variations reflect regional and ethnic subcultures.
4. The first personal use of alcohol is typically reported to be in the home, with parents or other relatives present.
5. Adolescents who drink typically report that at least one parent is a user. The abstinent adolescent usually reports that his parents are also abstinent.
6. The proportion of drinking adolescents who claim parental approval is greatest among those who confine their drinking to the home.
7. Among adolescents, as among adults, the probability that an individual will be a user varies with such social factors as sex, age, socioeconomic position, ethnic and religious background, and rural or urban residence. The probability that an adolescent will be a user increases with age. The user is more likely to be a male than a female; at the extremes of socioeconomic status rather than in the middle range; a Jew or Catholic rather than a Protestant; and living in an urban rather than a rural area.
8. Adolescents typically associate the use of alcohol with adult role-playing and particularly with those situations in which adults are being convivial, celebrating a special event, or seeking relief from tensions and anxiety.
9. The probability that an adolescent will be a user increases as he approaches the assumption of adultlike roles and responsibilities. Since in our society, this comes, for the majority, with graduation from high school, this proposition may be restated: The probability that an adolescent will be a user of beverage alcohol increases as he approaches graduation from high school.
10. Adolescents tend to perceive alcohol as a social beverage rather than as a drug; they tend to emphasize, in their descriptions of drinking and

its consequences, what alcohol does for the drinker rather than what it does to the drinker.

11. The prevalence of drinking among adolescents in a community is not demonstrably dependent on the legal restraints specifically designed to prevent or discourage drinking among minors.

12. Only a minority of adolescents, even when they themselves are abstinent, consider drinking, either among adults or among their age peers, to be morally wrong under all circumstances. Some subgroups of adolescents --for example, persons identified with certain Protestant denominations-- are more likely than others to report personal abstinence and to express disapproval of all drinking by their age peers.

13. The incidence of problem drinking among adolescents appears to be low. The most commonly used beverages are typically those with low alcohol content. The best estimates of the proportion of adolescents who consume, on the average, at least one drink per day range between 2 and 6 per cent. Subjective evaluations of the consequences of intensive drinking suggest that perhaps 1 in 4 adolescents who drink becomes high or gay during a given month and that perhaps 1 in 10 experiences drunkenness.

14. Adolescent attitudes toward, and use of, beverage alcohol are oriented toward, and to a large extent are imitations of, adult attitudes and behavior. The existence of a teen-age culture or of adolescent gangs within which the use of alcohol is primarily an expression of adolescent rebellion against, or hostility toward, adult authority is not supported by the evidence. This does not mean that drinking by adolescents never is an expression of rebellion and hostility toward adult authority, but that this is not typically the case.

15. There is little evidence based on carefully controlled investigation to indicate significant modifications in adolescent attitudes toward, or use of, beverage alcohol since 1953.

"In brief, the available research on adolescent attitudes toward beverage alcohol and adolescent patterns of use or nonuse suggests the establishment of regularity by the time they are graduated from high school, if not before. Observed variations in attitude and in patterns of use are closely related to social factors such as family, religious affiliation, ethnic background, socio-economic position, age, and sex. The adolescent's behavior reflects the institutionalized behavior patterns of the significant social groups with which he is identified and mirrors the complex cultural traditions of American society. In sum, he does not

invent ideas of drinking or abstinence; he learns them."¹

Reasons

"One of the things that concerns parents most about teen-age drinking is the question of why it happens."² All the practical decisions --what rules to set, what difficulties to try to counteract, even how to talk about drinking to a son or daughter--hinge in many ways on what parents believe to be the basis for teen-age drinking.

"Why is always a complicated question to answer. It almost always requires interpretation of the facts, not just facts on their own. Taken singly, the separate pieces of information gathered in the studies of teen-age drinking do not 'prove' that teen-agers drink for any one reason --and, of course, there is no single reason; there are many different factors at work. But when all the evidence is put together, it is possible to find ways of looking at it that make sense, that best explain the whole picture.

"Scientists who have analyzed the facts in this way say that teen-agers drink primarily because drinking is a widespread adult custom in this country. Drinkers outnumber nondrinkers among adults by about two to one. When teen-agers drink, the best explanation of their behavior is that they are adopting the pattern set by the majority of adults,

"For many parents this explanation is not at all satisfactory at first glance. It sounds simple, but it is complicated, too, and it may not seem to explain what parents really need to know. Whether teen-agers drink because they are trying to seem grownup or because they are rebellious or because all their friends do--these are the specifics that concern parents most directly."

Social Reasons

"One favorite explanation of teen-age drinking is that it is the

¹ Quoted from Alcohol Education for Classroom and Community, pp. 32, 34-38, by Raymond G. McCarthy (ed.), with the permission of McGraw-Hill Book Company. Direct quotes from these sections may not be used, except for classroom use only.

² The following passages are from Teen-age Drinking, by Margaret Bacon and

result of social pressure from other teen-agers--the 'popular gang here at school.' But teen-agers themselves do not always agree with this theory. When asked in studies or on television programs or in school panel discussions, some young people report that social pressure is not very real, or at least not very important. Others say that, for them, it is a reason not to drink, because they object to doing things 'just to be liked.'

"The desire to be one of the crowd is a popular explanation for many things that teen-agers do.... Almost every parent is used to hearing rather pitying explanations about what 'everybody else' does, and is familiar with the argument beginning, 'All the other kids are' It seems reasonable enough to suppose that ideas about drinking are spread in the same way and that the behavior of the 'rest of the crowd' is just as infectious when it comes to drinking beer as it is for styles of hair cuts.

"Most parents know, too, that the teen-age years are a time when young people are, and should be, moving away from a child's dependence on his family toward an adult's self-reliance--and that friends of his own age may be especially important in the midst of making this shift. If it begins to seem too childish to a young person to look for moral support from parents on every matter, other teen-agers can partially fill in the gap. So teen-agers are often quite vulnerable to the opinions, the approval and criticism of their friends. The need to belong is felt by everyone, but for teen-agers this need is intensified, and to be 'out of it' can be especially hard to take. It is no wonder that group pressure is often thought of as a major explanation for teen-age drinking.

"The teen-age studies have attempted several ways of measuring these social pressures.... From these studies it certainly seems that drinking at least does not improve the social standing of a teen-ager in the eyes of his peers. Of course, the results do not mean that a teen-ager may not feel under pressure to drink. That is another question, and for

Mary Brush Jones, pp. 47-59, *passim*. Copyright 1968 by Thomas Y. Crowell Co., Inc. Used with permission of the publisher. No further reproduction authorized without express permission of the publisher.

the individual teen-ager that may be what counts. But the studies do indicate that realistically the teen-age group as a whole is unlikely to reject a person just because he abstains from drinking.....

"'Doing what one's friends do' is another side of the same question. Only one study has specifically investigated this. It found that of the teen-agers who had a mixed group of friends, including both drinkers and nondrinkers, 72 per cent were drinkers themselves. Of those whose friends were all abstainers, 72 per cent were also abstainers. Of course, this does not explain whether the teen-agers who drink do so because their friends do, or whether they choose these friends because they themselves drink, or whether the connection is a little more complicated. The evidence simply shows that drinking practices and friendship patterns seem to go together."

The First Drink

"... Often teen-agers have been asked why they drank for the first time. In other studies they have been asked why they drink now, or why they drank the last time they did so.

"Reasons for starting to drink centered mainly around two ideas: celebrating a holiday or special occasion, and curiosity about drinking. These were the major reasons on which most teen-agers agreed whenever this question was asked. Another important reason was simply that their families served them drinks. Taken together, these three reasons accounted for well over half the teen-agers' answers for beginning to drink."

Current Drinking

"Current drinking has a somewhat different explanation according to the answers of the teen-agers in the three studies that asked this question. Joining with the rest of the crowd or being sociable seemed to be much more important here, and was one of the two reasons most often given. Ideas of personal enjoyment formed the other major reason; the teen-agers reported that they drink because of the taste or to increase gaiety or because 'I like it.' Celebrating a special occasion was again prominently mentioned in one study.

"What all this evidence shows most clearly is that teen-agers in general are not being coerced into drinking by their own age group. Social pressure from other teen-agers certainly does not seem to be a reason for starting to drink. Teen-agers seem to feel that it is connected primarily with holiday celebrations and with curiosity. Home is the single most likely place for beginning to drink, and except for drinking liquor, parents and relatives are invariably the most likely companions of teen-agers when they start to drink. That is, starting to drink with friends is the exception, not the rule. Teen-agers, including those who drink themselves, usually do not think poorly of nondrinkers, and nondrinkers are just as likely to be socially successful as drinkers. Most teen-agers are not threatened by any realistic fears that they will be excluded or disliked if they do not drink. Most teen-agers do not gain popularity by drinking."

Drinking with Friends

"But the evidence shows, too, that for those who do drink sociability comes to be associated with it, as it does for adults. Drinking may be a way of sharing a kind of comradeship, of feeling and showing that one is a full-fledged member of a particular group. Joining with the rest of the group, or being sociable, becomes a major reason teen-agers give for their own current drinking. The connection reported between drinking and friendship patterns may be relevant here. That is, it seems probable that teen-agers choose friends who have many of the same attitudes and interests, whose general style of life is similar to their own, and similar attitudes toward drinking are usually a part of the whole picture. So it often turns out that teen-agers who drink find themselves in a group of friends who share this behavior, and drinking and friendship patterns are connected in this way.

"It is sometimes suggested that teen-agers learn some of the 'hows' of drinking by practicing with their friends, even though they decide whether or not to drink mainly in other ways. As the previous chapter pointed out, from 10 to 30 per cent of young people drink more away from home than their parents know about. The facts about the drinking of hard liquor may be another indication--here, the tendency for teen-agers to

begin drinking at home and with family members is considerably less and some studies indicate that friends may even outrank relatives as companions for teen-agers when they are trying hard liquor for the first time.... Facts like these support the idea that drinking with friends is sometimes a way of experimenting with alcohol, of going a little beyond the limits parents might allow at home. How much is drunk and what kind of beverage may often be influenced by what the group as a whole expects. Style is very important to teen-agers, in drinking as in other social matters, and how a person behaves in a drinking situation--how he is supposed to feel, the way he accepts or refuses, the gestures he is expected to make--may matter more than the physical fact of drinking itself."

Symbol of Adulthood

"Perhaps the best interpretation is that teen-age friends reinforce among themselves what has already been largely learned about drinking elsewhere.

"There are other theories about teen-age drinking that many people believe are important. One popular explanation is that teen-agers drink mainly in order to seem grown up. Many people suggest that drinking is a badge of manhood or adulthood or sophistication to teen-agers, and that they drink as a way of proving themselves. Boys especially, it is sometimes said, are likely to compete over drinking, and to try to show that they can 'hold' their liquor better than someone else. It is almost like flexing their muscles. For girls it is a matter of appearing sophisticated, of not being a little girl any longer. Sometimes this is put in other terms: that teen-agers drink to act 'big,' to keep from being considered 'chicken.'

"Many of the facts about teen-age drinking lend support to this theory. For one thing, teen-agers are more likely to drink as they come closer to adulthood--up to about the age of seventeen when the percentage of teen-agers who drink approximates the rate among adults. Older teen-agers are more likely to drink more often, too, and to drink more. And of course this is what one would expect if drinking is a way of asserting adulthood. There may be other reasons why drinking and age go together,

but at least the facts are in keeping with the theory that young people drink to seem grown up.

"Also, if drinking is especially involved with manhood, then boys would be more likely to drink than girls. Again the studies show that this is true. In other ways, too, there are indications that drinking is felt to be a masculine prerogative. Boys tend to drink in considerably larger quantities than girls: this is clearly established in every study of teen-age drinking. Boys also tend to drink more often than girls--they are a good deal more likely to be regular once-a-week drinkers. Drinking enough to have been 'high' is another measure of the heavier drinking among boys, who are reported in various studies to be about twice as likely as girls to have reached this stage.....

"The symbols of adulthood make take on a special importance for teen-age boys because the most obvious one--meaningful participation in adult work--is so often denied them. In rural areas sons of farmers can often begin at an early age to help their fathers with their daily work in a real and respected way. But in urban areas, where a growing number of Americans live, sons can only rarely help their father to earn a living.....

"Girls, on the other hand, generally begin to participate in 'women's work' at an early age. By the time they reach adolescence, many girls are quite competent at cooking, housework, and child care--including the care of other people's children, as baby sitters who are paid for their work. They are able to earn adult respect for what they do, and they gain a very real sense of their own value in adult terms.

"It is small wonder that all possible symbols of adult masculinity should be especially prized by teen-age boys. The driver's license seems to be very important to boys, much more so than it is to girls. Drinking may well be another example.....

"Many people would say that the best explanation for teen-age drinking is quite simple: they drink because their parents do. The other theory is exactly opposite. It is the idea that teen-age drinking is a kind of rebellion against the adult world--that teen-agers who drink are more or less in league against adult authority and drink mainly in order to break the rules.

"Probably it is already obvious that the 'rebellion' theory does not explain most teen-age drinking very well. There are bound to be some exceptional groups in which this is true, and it is likely that there are overtones of devilry and guilty pleasure and rule-breaking in the drinking of many more normal teen-age groups. But as a general explanation this view is contradicted by most of the evidence that has already been reviewed. The tendency for teen-agers on the whole to drink moderately if they drink at all, to begin drinking at home with their parents, to follow generally all the rules their parents set, makes rebellion an unlikely explanation. It has been found, for instance, that urban teen-agers drink more than rural ones, just as urban adults drink more than adults in rural areas; that boys drink more than girls, just as men drink more than women; that teen-agers from certain income groups, or certain religious backgrounds, drink less than others, just as adults from these same groups do. In all these ways, teen-age drinking patterns imitate adult drinking patterns. And imitation cannot really be considered rebellion, even if it may seem badly timed.

"Parents' drinking behavior, on the other hand, is certainly very important in determining whether their children will or will not drink. It is probably the most important single influence. Parents who drink are more likely to raise children who also drink, just as parents who abstain are more likely to raise children who also abstain. Of course, young people do not always follow their parents' example. But the drinking behavior of parents is more closely related to what their children do about drinking than is any other factor--friends' behavior, living area, religion, and so on, are all less significant. The connection between what parents do and what their sons and daughters do is marked and consistent in every study."¹ [For discussion of unique risks of teenage drinking and driving, see page 243]

¹Teen-age Drinking, by Margaret Bacon and Mary Brush Jones, pp. 47-59, passim Copyright 1968 by Thomas Y. Crowell Company, Inc. Used with permission of the publisher. No further reproduction authorized without express permission of the publisher.

Interpersonal Situations

There are several interpersonal situations that youngsters (and adults) may find themselves in that require carefully weighing alternatives and then making a decision. These situations include:

- What to do if a friend or relative is about to ride with a driver who has been drinking excessively.
- What to do if they are about to ride with a driver who has been drinking excessively.
- What to do if they are already riding with a driver who has been drinking excessively.
- What to do if a friend or relative has been making a habit of driving after excessive drinking.
- What to do, as parents, if they find their son or daughter riding with a driver who has been drinking excessively or driving after excessive drinking.
- What a host's responsibility is to his guests when he serves drinks.
- What to do when a minor asks an older minor or an adult to buy or obtain alcohol for him.
- What to do when a derelict begs for money.
- What restrictions to set on children's drinking behavior.
- What to do, as parents, if children are found drinking or drunk.
- How to cope with a problem drinker in the family.
- How to respond to peer pressure to drink or abstain.
- How to respond to friends who may want to experiment with drinking denatured or methyl alcohol.

All these situations are potential dilemmas because they involve making decisions from which undesirable consequences may develop along with the expected and desirable consequences. The attempt to help others, for example, may alienate or anger them, making them even less amenable to influence. The attempt may also be an inconvenience or nuisance.

One effective method for solving such dilemmas is to:

1. List or determine the situational variables: what, specifically, is involved in the situation? Are taxis available? Do other people have drivers' licenses?
2. Decide what the best alternate course of action is for that particular situation, taking into account possible bad consequences that might result from each decision.

3. List and decide what arguments can be used to persuade the people involved to adopt desirable courses of action. Deciding on a course of action is not enough if one can't persuade the people involved to adopt it.

This method may be clearer with a concrete example: A teenager is at a party and a friend of his is about to ride home with a drunk party-goer. What, if anything, does he do?

1. Situational variables:

- does the teenager drive with drunk drivers or drive when drunk?
- could the friend walk home?
- does he have money to take a taxi? are taxis available?
- can the teenager take him home? if so, is he willing to take him home?
- are there other drivers who can take him home?
- how drunk is the driver?
- how close friends are the two?
- what's the relationship between the friend and the drunk driver?
- does the friend have a family?

2. Alternate courses of action:

- persuade the driver not to drive but to let the friend drive.
- persuading the friend to ask the driver to let him drive.
- offering to drive the friend home.
- doing nothing.
- persuading the friend to take a taxi.
- persuading the friend and the driver to take a taxi.
- offering to pay for the taxi.
- asking the police to take them both home.
- getting others to help talk to him.

Possible undesired consequences of these courses of action:

If the teenager gets involved:

- will the friend depend on him to solve his problems?
- will the friend get angry so that:
 - the teenager loses his friendship?
 - the teenager loses all influence over his behavior?

--will it inconvenience the teenager in terms of time, money, and/or frustration?

If the teenager does nothing:

--will it be his responsibility if the friend is injured?

--will it be his responsibility if he helps the friend but the driver gets into an accident?

--will he feel guilty if his friend is injured or killed?

--will his friend blame him if his friend is injured?

--will he lose an important friend if the friend is injured or killed?

3. Alternative arguments to persuade him (them):

--telling him he's a fool, immature, crazy, etc.

--giving him the facts about the dangers.

--telling him he's being irresponsible to his family.

--telling him he's not a friend any more.

--physically restraining him.

--stealing the car keys.

--offering to reward him with money or gifts.

--trying to scare him with bloody stories of pain and disfigurement.

Only when all this information has been systematically or intuitively taken into account can a decision be made that will minimize the safety hazards involved in this situation.

Influencing

If society wants to deal effectively with alcohol problems, an active and involved citizenry can contribute a great deal to this effort. One way citizens can help is to influence other individuals to approach alcohol responsibly, as described above. Citizens can also engage in volunteer work. Finally, citizens can exert pressure on political and social institutions to deal responsibly with alcohol problems. This latter approach raises three questions:

- What institutions and which representatives of these institutions should citizens seek to influence?
- What methods of influence will be effective?

- What methods will be ethical, as well as effective?

Opinions will vary greatly on these questions, but this is acceptable, so long as the major question of whether to involve oneself in an active campaign to deal effectively with alcohol problems has been answered affirmatively.¹

Supplementary Reading

Teen-Age Drinking, by Margaret Bacon and Mary Brush Jones. Thomas Y. Crowell Co., New York, 1968.

Society, Culture, and Drinking Patterns, by David J. Pittman and Charles R. Snyder (eds.), Southern Illinois Press, Carbondale, 1962. Section IIIC --Social Structure, Subcultures and Drinking Patterns: Age and Sex.

Alcohol Education for Classroom and Community: A Source Book for Educators, by Raymond G. McCarthy (ed.). McGraw-Hill Book Co., New York, 1964. Chapter 2--"Adolescence and Alcohol," by George L. Maddox.

Drinking Among Teenagers, by George L. Maddox and Bevode C. McCall. Rutgers Center of Alcohol Studies, New Brunswick, New Jersey, 1964.

¹ Peter Finn and Judith Platt, Abt Associates, Inc., Cambridge, Massachusetts.

ALCOHOLISM

- I. The Problem Drinkers
- II. Alcoholics: Definition
- III. Disease or Self-Indulgence
- IV. Skid Row Myth
- V. Number of Alcoholics
- VI. Sex Differences
- VII. Trends in Alcoholism Rates
- VIII. Causation Theories
 - A. Physiological
 - B. Psychological
 - C. Sociological
- IX. Physical and Behavioral Effects
 - A. Stages of Alcoholism
 - 1. Pre-Alcoholic Stage
 - 2. Early Stage
 - 3. Late Stage
 - B. Related Diseases
 - 1. Cirrhosis
 - 2. Delirium Tremens
- X. Social Effects
 - A. Family
 - B. Welfare
 - C. Industry
 - D. Crime
- XI. Treatment
 - A. Methods
 - 1. Preliminary Treatment
 - 2. Drug Therapy
 - 3. Psychotherapy

4. Alcoholics Anonymous

5. Al-Anon

6. Alateens

B. Facilities

1. Out-Patients

2. General Hospitals

3. Mental Hospitals

4. Specialized Hospitals

5. Halfway Houses

PROBLEM DRINKING AND ALCOHOLISM

The Problem Drinkers

"The overwhelming majority of drinkers in the United States--an estimated 90 percent of them--have apparently learned to consume alcoholic beverages without significant hazard to themselves, their families or society. Yet the problems caused by the relatively few who have chosen neither abstinence nor moderation, but have become excessive or problem drinkers, affect the entire American society. Although the ratio of problem drinkers to the total population is relatively small, their numbers are large. The misery they cause themselves and others is enormous. [For discussion of the role of problem drinkers in traffic accidents, see pages 244-245].

"Sociologists have emphasized that a major part of the drinking problem is deciding who and who is not a 'problem drinker,' for the label is applied differently in various cultural and social groups.

"Thus, among those religious groups which devoutly believe in complete abstention, anyone who drinks is a problem drinker. Among groups that consider heavy drinking to be normal and even a proof of maturity--as in French Normandy and Brittany, in some American social groups, and in some vocations--it is the abstainer or light drinker who is singled out for attention.... In most areas of the United States where laws prohibit the sale of alcohol to anyone under the age of 21, the 17-year-old who drinks may be considered a problem by his elders, while the 17-year-old who does not drink may be considered a problem by some of his fellow teen-agers.

"Realistically, the problem drinkers are those who--by all standards--cause significant damage to themselves, their families or their communities because of drinking.

"Some are clearly addictive drinkers or alcoholics. In addition, the list of excessive or problem drinkers must include those who are apparently not addicted to alcohol, who show no symptoms of dependency, but whose drinking has nonetheless created serious personal or family problems.....

"Among excessive drinkers of various types and degrees, most interest has centered on the addictive drinker--the alcoholic. It is fre-

quently thought that alcoholics can be specifically defined, diagnosed and counted. Unfortunately, the situation is not that simple.

Alcoholics: Definition

"There is at present no formal definition of alcoholism or of an alcoholic which is universally or even widely accepted. Perhaps the one most widely considered as authoritative is that by Mark Keller of the Center of Alcohol Studies at Rutgers University, which follows closely that of the World Health Organization.

'Alcoholism is a chronic disease, or disorder of behavior, characterized by the repeated drinking of alcoholic beverages to an extent that exceeds customary dietary use or ordinary compliance with the social drinking customs of the community, and which interferes with the drinker's health, inter-personal relations or economic functioning.'

"Another important concept, described by Dr. Ebbe Curtis Hoff of the Medical College of Virginia, is based on three facets: (1) There is loss of control of alcohol intake--the victim finds himself drinking when he intends not to drink, or drinking more than he has planned. (2) There is functional or structural damage--physiological, psychological, domestic, economic or social. (3) Alcohol is used as a kind of universal therapy, as a psychopharmacological substance through which the problem drinker attempts to keep his life from disintegrating.....

"Modern concepts of alcoholism no longer attempt to set rigid boundaries between the moderate drinker and the alcoholic. Most professionals concerned now agree that there is no exact point applicable to everyone, below which one can accurately state: 'This man is not an alcoholic and can continue to drink safely,' nor above which one can state: 'This man is now an alcoholic and can never control his drinking.'

Disease or Self-Indulgence?

"Problems of definition have also been involved in determining whether alcoholism should be treated as a disease, a symptom of immorality, a weakness or self-indulgence.

"In 1956, in an unprecedented action by a major group in organized medicine, the American Medical Association decided by a formal vote of its

House of Delegates, that 'alcoholism must be regarded as within the purview of medical practice.' This move, later supported by other medical and hospital groups, has been credited with dramatically altering the position of the alcoholic. Because of it, treatment has been sought by many alcoholics who otherwise would have remained hidden, as untreatable victims of an irresponsible craving.

"Two court rulings during the early part of 1966 have further supported the view that alcoholism is a major problem. The United States Court of Appeals for the Fourth Circuit overturned the public drunkenness conviction of a North Carolina man on the grounds that it was unconstitutional to punish a person for acts he could not control. Similarly, the U.S. Court of Appeals for the District of Columbia ruled that chronic alcoholism is not a crime.

The Skid Row Myth

"A firmly entrenched belief in some quarters is that most if not all alcoholics are on Skid Row--the most dilapidated section of almost every large community--and that most if not all Skid Row inhabitants are alcoholics. As a consequence, it has been thought that eradicating Skid Rows would eradicate alcoholism and the end of alcoholism would mean the end of Skid Rows.

"But investigation has shown that many people on Skid Row are not alcoholics or even heavy drinkers. A Chicago study found that the majority of the so-called Skid Row bums could not be classified as excessive drinkers. A New York study showed that fewer than 45 percent of men on the Bowery were alcoholics, while more than 55 percent were moderate or non-drinkers.

"From other research, it is obvious that most excessive drinkers are not Skid Row derelicts. More than 70 percent of them reside in respectable neighborhoods, live with their husbands or wives, try to send their children to college, belong to the country club, attend church, pay taxes, and continue to perform more or less effectively as bank presidents, housewives, farmers, salesmen, machinists, stenographers, teachers, clergymen and physicians.

The Number of Alcoholics

"Estimates of the number of alcoholics in the United States are among the most publicized--and challenged--of statistics on alcoholism. According to the Rutgers Center of Alcohol Studies, the number may be between four million and five million--approximately four percent of the total adult population. [The most recent government report on alcoholism estimates the number to be nine million.]

"Temperance groups and many alcoholics and their friends and relatives have claimed the figure is too low. Others have declared that it is too high. Actually, the number of alcoholics is unknown.

"Much of the confusion on this subject has stemmed from misapplications and remarkably diverse interpretations of the 'Jellinek formula,' developed during the 1940's by the late Dr. E.M. Jellinek of Yale. This method uses the total number of deaths from diagnosed cirrhosis of the liver as a basis for estimating the number of alcoholics in an area. Statisticians state that the formula is not reliable, and Jellinek himself recommended in 1959 that it no longer be used.

Sex Differences

"Until the 1950's, it was estimated that there were five or six male alcoholics in the United States for every female alcoholic. In the 1960's, the estimated ratio had reportedly dropped to four to one, or even lower.

"Many students of the problem have suggested that the [apparent] increase in the number of female alcoholics noted during recent years is primarily due to the growing willingness of such women to seek treatment and may, therefore, be more apparent than real.

Trends in Alcoholism Rates

"Although it is frequently claimed that the rate of alcoholism in this country is mounting rapidly, there is no conclusive scientific evidence that this is so. In general, the data are so incomplete, the methods of diagnosing the reporting in different communities and professional groups so different, and the interpretations so controversial, that it is

impossible to determine today if the rate of alcoholism is increasing, decreasing, or remaining steady.

"A recent study conducted by the National Institute of Mental Health shows, however, an increase in the rate of admissions of alcoholics --particularly those with the most severe forms of the disease--to State mental hospitals.... Some investigators conclude that the rise in the number of alcoholics in State mental hospitals probably reflects a true increase in alcoholism rates in the Nation as a whole. Others suggest the reported rise is the result of changes in classification procedures and in hospital admission policies."¹

Causation Theories

"The cause of alcoholism itself is not succinctly known. Disagreement has existed among many medical professionals and social scientists as to its physiological, psychological or sociological bases. Such disagreement was probably attributable to seeking a specific--and single--cause.

"Today, however, most authorities reject any 'single cause' theory. In general, it is now accepted that the inception and evolution of the disorder comprise a very complicated interplay of all three bases. Concomitantly, it is accepted that alcoholism is symptomatic of a multiple-based pathology, but it is a symptom which has become a disease.

"The following are brief synopses of the contributory factors which are most generally accepted and considered most significant by contemporary authorities. [These are physiological, psychological and sociological factors.]

Physiological Factors

1. Certain physiological responses or susceptibility to the effects of alcohol may be genetically transmittable. (To date, however, there has been no conclusive evidence to confirm inherited factors as causative of the disease.)
2. Alcoholism is a result of any one of the following:
 - a. A metabolic disturbance leading to a primary craving for alcohol;

¹ Alcohol and Alcoholism, pp. 5-11, passim. National Institute of Mental Health, National Center for Prevention and Control of Alcoholism, Chevy Chase, Maryland, 1970.

- b. An abnormal sugar metabolism;
- c. An endocrine deficiency;
- d. A dietary deficiency;
- e. An undetermined sensitivity to a basic foodstuff, relieved only by alcohol;
- f. A dysfunction of the 'alcohol appestat' in the hypothalamus, leading to an uncontrollable thirst for alcohol."¹

"These--and undoubtedly other--hypotheses are being tested. If we cannot really discard them, in the light of current knowledge, as being erroneous, certainly we are entitled to be skeptical. There has been nothing yet to validate the consistent presence of any metabolic, endocrine, electrolyte, or anatomical abnormality which would account for the onset of alcoholism or help identify the potential alcoholic. Patients with established alcoholism, particularly in the advanced stages, demonstrate a number of physical and physiological disorders, but these are regarded as results of continued and excessive alcohol consumption, not causes.

"On the other hand, the role of physiological factors in the progression of the disease is quite well established.

"Alcohol has a pharmacologically depressant effect upon the central nervous system, determined in length and intensity largely by the amount ingested and the time over which it is consumed. After the alcohol has been metabolized and this effect wears off, the nervous tissue reacts with a proportional period of excitability. The clinical manifestations of the depressant effect range from relatively simple psychic phenomena, such as relaxation from minor tensions, on to suppression of the vital centers and death. The clinical signs of the secondary excitability are observed in the 'morning-after' tremors and agitation which follow heavy ingestion.....

"In summary, it is generally held that physiological factors probably contribute to the development of alcoholism, but none has yet been shown to have specific causative effects, even though a number of hypotheses have been presented and studied. Certain physiological factors, however,

¹"The Problem of Recidivist Alcoholism in Los Angeles County, pp. 3-4, Chief Administrative Office, Management Services Division, County of Los Angeles, 1970.

are of demonstrable importance in the development of dependence on alcohol and the progression of the illness."¹

Psychological Factors

1. "Alcoholism results from early (childhood) emotional disturbances and deprivations with consequent emotional immaturity and a desire to escape from reality.
2. Alcohol dependence is a learned behavior pattern which relieves anxiety and fear more rapidly than other learned responses."²

"It is generally agreed that psychopathological factors predominate in the development of alcoholism, but attempts to define them often are hindered by the fact that most alcoholic patients are evaluated only after long periods of alcohol abuse. The problem is complicated by the matter of trying to determine whether observed behavior and psychological functioning are causes or results of the illness. In addition, as with every disorder having strong emotional components, the psychodynamics associated with this condition are highly complex and not amenable to neat categorization.

"The role and application of these factors is reviewed here from the standpoint of psychoanalytic and learning theories. Overlap can be observed in some areas.

A. Psychoanalytic Approach

"Although there are infinite variations on the basic theme, psychoanalytic theory generally holds that alcoholism is the result of early emotional disturbances and deprivation, with consequent emotional immaturity. The alcoholic relies on the effects of alcohol to relieve such feelings as anxiety, hostility, inferiority, and depression, which are reflect-

¹Quoted from Manual on Alcoholism, pp. 16-17, with the permission of the American Medical Association. Direct quotes from these sections may not be used, except for classroom use.

²"The Problem of Recidivist Alcoholism in Los Angeles County," p. 4. Chief Administrative Office, Management Services Division, County of Los Angeles, 1970.

ions of much deeper and usually unrecognized patterns of marked insecurity, rage and guilt. The use of the drug to attain relief is reinforced through repetition, and its abuse evolves as an habitual response to internal discomfort. The nature and extent of the early emotional trauma, as perceived by the child and subsequently by environmental forces, are seen as essential considerations in the development of the illness. The severity of the alcoholism is believed contingent upon the level of psychological adjustment attained prior to the particular disturbance which initiated the illness.

"This summary does not take into account the myriad components and details of psychoanalytic thought pertaining to alcoholism which require or merit our attention. It can, however, serve as a basic 'thumbnail sketch' to which limited elaborative information can be applied.

General Considerations

"Early analysts presented the thesis that alcoholism results from strong oral influences of infancy and early childhood. They observed that alcohol provides mood alteration, redirection of thought processes, and ultimate regressive levels of thinking. It was proposed that the gratification obtained from the use and effects of alcohol is unrelated to logic and hence represents an escape from reality.

"Subsequent observations have emphasized features such as the erotic qualities of the dream-like state so often induced by alcohol; the dissolution of restrictive inhibitions during intoxication, which permits acting out of otherwise unexpressed impulses; and the almost magical changes alcohol frequently brings about in increasing self-esteem, relieving misery and elevating mood. Even in its physical characteristics of being a liquid nourishment which generates a sensation of warmth and satisfaction are seen as psychologically important.

The Self-Destructive Nature of Alcoholism

"It is commonly pointed out that alcoholism has marked self-destructive aspects. It can also be viewed as having avenging features which allow the patient to punish what he perceives as rejecting, cruel and disappoint-

ing environment by means of a chronic suicidal effort. (One can hardly deny that many alcoholics literally drink themselves to death. And certainly those around them suffer because of it.

"Self-destructive urges are thought to originate in the person's later-unrecognized childhood belief that he has been betrayed or failed badly by his parents. Resultant wishes to destroy them, coupled with the child's intense fears of losing them and his great need to obtain gratification from them, compel him to redirect his rage from them to himself. This leads to the development of feelings of guilt and worthlessness and a need for self-abasement, self-punishment, and ultimately self-destruction. These dynamics of depression set the stage for subsequent behavior and symptomatology.

"Other persons, objects, or situational factors later replace the 'offending' parents as the cause and target of hostility, when, in the course of time, additional disappointments seem to reflect or duplicate the circumstances of the original conflict. On each occasion, the process is repeated with essentially the same psychological mechanics and sequence. The basic pattern is established in the beginning disturbance, and the resulting clinical manifestations are modified by environmental and developmental influences. Strong masochistic trends are then seen as arising from the guilt the person feels when reacting to the hostile fantasies or acts he has directed against those who failed to recognize and meet his needs. Alcohol not only may permit his awareness or expression of this hostility, but also may serve as the punitive, destructive, and perhaps the executing agent.

Parental Relationships

"The configuration of the alcoholic's family and the personal characteristics of its members are also regarded as significant.

"Some observers find an inconsistent father, or an over-protective mother who responds to her infant's demands by providing excessive oral gratification. This is of such proportion as to foster extreme dependency and to prevent the learning of adequate means of self-control. The net result of this combination is seen as a life-pattern characterized by un-

sually great emotional needs, unavoidable failure by external resources to fulfill and satisfy them, and reaction to the engendered frustrations with infantile rage and oral pacification.

B. Alcoholism as a Learned Response

"Learning theorists see alcohol dependence as a learned behavior pattern. This is their basic formulation: A drive sets into motion responses which, at the same time, are influenced by cues from other stimuli of lesser magnitude and force than the drive. A response unrewarded by a reaction that decreases the intensity of the drive causes a diminution of that response and the emergence of another. A rewarded response strengthens the relationship between the cue and the response, which enhances the predominance of that response. The strengthening of this cue-response connection is regarded as the essence of learning.

"Some persons find that the ingestion of alcohol relieves anxiety and fear more rapidly than other learned patterns. An emotional reward (the reduction of these painful feelings or an increased toleration of them) is thus achieved through meeting a crisis with the help of alcohol, and it provides reinforcement each time it is used for that purpose. The conditioned response of drinking then becomes strengthened and begins to predominate over other behavior. Continued attempts to adapt to stress by this means eventually establish drinking as the usual (learned) behavior in the majority of situations the person faces. This perpetuated pattern becomes the illness, alcoholism.

"The theory of alcoholism as a learned behavioral pattern can be seen as dovetailing in many ways with several previously described physiological and psychological factors. The theory also proposes that it should be possible to 'unlearn' alcoholism under the proper circumstances.

"In summary, psychopathological factors are regarded as being of paramount importance in the pathogenesis of alcoholism. Alone, however, they fail to answer all questions concerning etiology and progression. For instance, few persons, if any, survive childhood without emotional trauma, often of a severe type; and many endure early emotional disturbances or deprivations without crippling signs of immaturity. The dynamics of de-

pression may lead to life-long depressive symptomatology, but without alcoholism.

"Any variety of psychological considerations applying to an alcoholic may be observed in patients with other illnesses or in some who make comfortable and adequate adjustments. Psychoanalytic resolution of basic conflicts by no means cures every alcoholic patient of alcoholism, and conditioning treatments aimed at helping the alcoholic 'unlearn' his patterns have not been especially successful. Yet to ignore these factors or to relegate them to secondary importance is to court defeat in any treatment program."¹

Sociological Factors

"1. Societal attitude toward the use of alcohol is an important factor in the incidence of its misuse. Alcoholism is relatively rare among groups where total abstinence is the norm. It is common in societies exhibiting ambivalence toward alcohol use (e.g., the United States). It is prevalent under conditions of total permissiveness.

"2. Within societies there are different standards (one might say sub-cultures) applicable to the use--and misuse--of alcohol. Such differences vary according to occasion, age, sex, cultural background, social class and the particular circumstances."²

"Alcohol serves vastly different functions within and among societies, cultures, subcultures, and ethnic and religious groups. Attitudes concerning its use range from extreme permissiveness to absolute abstinence. But abstainers can always be found when permissiveness is the watchword, and, conversely, drinking does not disappear when abstinence reigns. The purposes for which alcohol is used include religious, culinary, psychic, ceremonial, hedonistic, traditional, social and medicinal ones. Standards of acceptability applied to the manner or pattern of drinking vary according to occasion, age, sex, cultural background, social class and the particular circumstances. The point is already apparent that sociological

¹Quoted from Manual on Alcoholism, pp. 17-21, with the permission of the American Medical Association. Direct quotes from these sections may not be used, except for classroom use.

²"The Problem of Recidivist Alcoholism in Los Angeles County," p. 5, Chief Administrative Office, Management Services Division, County of Los Angeles, 1970.

factors have a marked influence upon the use of alcohol and are important considerations in the etiology and development of alcoholism, as well as in the treatment of alcoholic patients.

"It is impossible to isolate the attitudes, purposes and standards associated with the use of alcohol in any sociological context from the total structure of the social organization. To appreciate their full significance they must be examined in relationship with preceding historical events and existing conditions as well as with a multiplicity of other socio-cultural variables."¹

Physical and Behavioral Effects

Stages of Alcoholism

"Pre-Alcoholic Stage. The first steps toward alcoholism begin when drinking is no longer social, but psychological--a release from tension and inhibition. Though still in reasonable control of his drinking, the problem drinker begins to show a definite behavior pattern. These pre-alcoholic symptoms include:

Gross drinking behavior: begins to drink more heavily and more often than his friends. 'Getting tight' becomes a habit. When drunk, he may develop 'big shot' roles, throw his money around, make pointless long distance calls, and so on.

Blackouts: starts forgetting what happened 'the night before.' These blackouts are not the result of passing out, but a sort of amnesia. They occur after only normal drinking, and develop into a definite pattern.

Gulping and sneaking drinks: more and more dependent on the pampering effects of alcohol, he tends to 'toss off' his drinks rather than sip them. Sneaks extra drinks, or has a couple before the party. Feels guilty, avoids talking about drinking.

Chronic hangover: as he becomes more and more reliant on alcohol to cushion the shocks of daily living, the 'morning after' becomes increasingly painful and more frequent. This is the final danger-signal: next step--alcoholism.

"Early Stage Alcoholism. Until now the problem drinker has been drinking heavily but not conspicuously. More important, he has been able to stop

¹Quoted from Manual on Alcoholism, pp. 21-22, with the permission of the American Medical Association. Direct quotes from these sections may not be used, except for classroom use.

drinking when he chooses. But beyond this point, he will develop the symptoms of early-stage alcoholism with increasing rapidity:

Loss of control: this is the mark of the alcoholic. In this phase he can refuse to start drinking, but can't stop drinking once he starts. A single drink will trigger the chain reaction and he will drink himself to complete intoxication.

Alibi system: he feels guilty and defensive about his lack of control. Erects an elaborate system of 'reasons' for drinking, partly to answer family and associates, but mostly to reassure himself.

Eye openers: needs a drink in the morning to 'start the day right.' This 'medicinal' drink helps kill the effect of increasingly painful hangovers; feelings of guilt, remorse, and depression. He cannot face the day without it.

Changing the pattern: under pressure from family or employer, he tries to break the hold alcohol has on him. Sets up rules on when or what he will drink. May 'go on the wagon' for a period. But one touch of alcohol is enough to start the chain reaction again.

Anti-social behavior: he prefers drinking alone, or with other alcoholics, whatever their social level. Broods over imagined wrongs. Thinks people are staring at or talking about him. Is highly critical of others. May become destructive or violent.

Loss of job and friends: his continuing anti-social behavior causes him to be dropped from jobs, and leads his friends to turn away from him. As a defensive measure, he may quit before he can be fired; drop his friends first.

Seeking medical aid: physical and mental erosion caused by uncontrolled drinking leads him to make rounds of hospitals, doctors, psychiatrists. Seldom receives lasting benefits because he refuses to cooperate or admit extent of drinking.

"Late Stage Alcoholism. Until he reached this point, the alcoholic had a choice; to drink or not to drink; though once he began, he had no control of his drinking. In the later stages of alcoholism there is no choice: he must drink however and whenever he can. The symptoms of this stage are:

Benders: drinks for days at a time; gets blindly and helplessly drunk. Utterly disregards everything--family, job, even food and shelter. These periodic escapes into oblivion mark the beginning of the final, acute phase of alcoholism: compulsive, uncontrollable drinking.

Tremors: develops the 'shakes,' a serious nervous condition. Alcoholic diseases often begin in this period; vitamin deficiency ailments, the DT's. After these attacks he swears off, but can't stay away from alcohol for long.

Protecting the supply: having a supply of alcohol available is the most important thing in his life. He will do or sell anything to get it, and will hide his bottles to protect them for future needs.

Unreasonable resentments: shows hostility to others, both as possible threats to his precious liquor supply and as a turning outward of his unconscious desire to punish himself.

Nameless fears and anxieties: is constantly afraid of something which he cannot pin down or even put into words. Feels a sense of impending doom and destruction. Nervous, shaky, he is utterly unable to face life without the support of alcohol.

Collapse of the alibi system: no longer able to make excuses for himself, or put the blame on others, he admits to himself that he is licked, that his drinking is beyond his ability to control. (This may happen during earlier stages and be repeated many times.)

Surrender process: if he is to recover at this stage, he must give up the idea of ever drinking again and be willing to seek and accept help. This must take place with the collapse of the alibi system--only when they occur together is there any hope of recovery."¹

Related Diseases

"Cirrhosis of the liver occurs among nondrinkers, but it's more frequent among heavy drinkers."² Cirrhosis is thought to go along with disturbances in diet and with metabolism. The liver plays an important part in oxidizing alcohol, and is usually permanently damaged by cirrhosis.

"Alcohol is not, as far as we know, a direct cause of stomach ulcers, tuberculosis, cancer, or kidney ailments, although drinking may aggravate some conditions. Since a heavy drinker is likely to neglect hygiene and diet, he's exposed to many diseases and may not recover from them as easily as someone who drinks less.

¹"What Is an Alcoholic?" Division of Alcoholism, Department of Mental Health, Charleston, West Virginia.

²The following passages are from Facts About Alcohol, pp. 32-33, by Raymond G. McCarthy. Copyright (c) 1951, 1960, Science Research Associates, Inc. Reprinted by permission of the publisher. No further reproduction authorized without express permission of the publisher.

"Some people believe that alcohol causes deterioration of the brain cells. But....there is never a great enough concentration of alcohol in the body to damage tissue directly. In fact, a relatively small percentage of heavy drinkers suffer actual brain damage.

"A serious lack of vitamins, however, can cause deterioration of parts of the nervous system and so bring on mental diseases. And continued neglect of ordinary hygiene means that bodily efficiency declines and mental functions become sluggish. Thus, mental disorders may occur in people who drink long and hard enough. Actually, every intoxicated person goes through a temporary mental disturbance, for he loses contact with reality.

"The most dramatic disorder occurring among heavy drinkers is delirium tremens, which often hits people who otherwise seem in vigorous health. The victim shakes violently all over, and imagines he sees and hears threatening figures and voices. When he recovers from the seizure he may not remember a thing about it. The cause of 'd.t.'s' is not clearly known, but it may result from injury or from sudden chemical changes in the body of a person who's been drinking heavily for years. Not all heavy drinkers get this disease, but nondrinkers never do."¹ [Sustained moderate drinking is not known to have any deleterious effects on a healthy person.]

Social Effects

Family

"Alcoholism does not exist in a vacuum. More often than not, the alcoholic is married and has a family. The nature of alcoholism is such that it usually has a rather devastating effect on the family members and on the general functioning of the family as a unit. Among the ways in which the alcoholic's family is affected, there are five areas which seem to be of the utmost importance. First, the alcoholic usually lets the

¹Facts About Alcohol, pp. 32-33, by Raymond G. McCarthy. Copyright (c) 1961, Science Research Associates, Inc. Reprinted by permission of the publisher. No further reproduction authorized without express permission of the publisher.

family down by failing to assume his share of family responsibility. Second, the alcoholic's spouse is deprived of a satisfying emotional relationship. Third, the alcoholic serves as an improper model for his (or her) children. Fourth, his uncontrolled drinking affects the prestige of his spouse and children among their friends. Fifth, the alcoholic's drinking and the consequences of his drinking often affect the financial needs of the family.

Welfare

"Economic deprivation weakens families and individuals, thus contributing to the development of additional problems. However, before the economic deprivation occurred, there was, undoubtedly, a problem already in existence.

"Alcoholism can also develop as a result of economic need; sometimes because of an environmental factor the home's lack of stability, and the parent's inability to provide a good atmosphere for the emotional growth of the children. All of these things add up to a pretty grim reality for both parents and children.

"There is no way to evaluate in exact dollars and cents the amount of public welfare funds now spent on families where the improper use of alcoholic beverages is a problem. There is little or nothing in the various welfare department records to indicate this. However, the consensus of opinion among numerous individuals who have been involved in various welfare services in the State of Florida for many years, is that at least one-third of direct costs is related to families in which problem drinking is a major factor. A very high proportion of this expenditure is in the form of aid to dependent children."¹

Industry

"American industry refused to recognize any 'problem with alcohol' until the late 1940's. Until that time, many employees judged to be alcoholic were summarily fired. But this quick and simple solution solved

¹ Man's Experience with Alcohol: A Curriculum Guide and Resource Manual, pp. 78, 96. State of Florida, Bureau of Alcoholic Rehabilitation, Division of Mental Health, Department of Health and Rehabilitative Services, 1970.

nothing for the employee, nothing for the community, and very little for the company. By the 1960's, the attitude in some industrial organizations --though by no means in all of them--had undergone a marked change, and there was growing recognition of the costs of alcoholism to business and industry. Those costs are estimated now to be \$2 billion per year, and the problem has been labeled, 'industry's \$2 billion hangover.'¹

"[The experience of Florida indicates that industry] ... cannot safely assume it has no alcoholics employed. At least three percent of the employees are alcoholic, with an additional three to five percent who are problem drinkers. Surveys indicate that the average alcoholic employee loses 20 to 30 working days each year because of his drinking. The cost to business is estimated at one-fourth the annual wage by year of each known or unknown employed alcoholic. These costs come from absenteeism, reduced efficiency, higher scrap rate, accidents, lower working morale, increased insurance rates and the tremendous cost of replacement and re-training.

"From industry's point of view, deepest concern centers around the effects of alcohol upon a man's job performance. If an employee is a heavy drinker and still produced well, there is little reason or justification to take any action. But when his drinking affects his job efficiency, it becomes the employer's business. He has the right and the responsibility to take some form of action.

"The aim of a company program on alcoholism should be threefold:

1. The early recognition of the employee with the drinking problem.
2. The rehabilitation of the employee when possible.
3. Education on a company-wide basis to prevent the development of problem drinking and alcoholism.

"The goal of any program, policy or procedure dealing with alcoholism is basically to help the employed alcoholic to admit, accept and attack his illness and remain on the staff.

"If the alcoholic is approached in the right way with an attitude of understanding, knowledge of the illness, plus firmness, his chances for recovery are great.

"Covering up or shielding the alcoholic from management is an

¹ Alcohol and Alcoholism, p. 13. National Institute of Mental Health,

unfair and dangerous supervisory approach. His problem will only get worse, more complex and more difficult to treat. He is a sick man who needs treatment.

"Through company-wide cooperation, early detection, better understanding of the illness, recovery for the majority of employed alcoholics is possible. Industries with an alcoholism program that have been in existence for several years report 50 to 70 percent recovery."¹

Crime

"It is difficult to interpret research findings in this area because criminologists do not agree on what constitutes a crime or on what causes criminal behavior. However, surveys of populations indicate the following relationships between excessive drinking and criminal behavior.*

More alcoholics and excessive drinkers are arrested than moderate drinkers, and individually they are arrested more often. Country-wide, approximately three-fourths of police time is spent in handling problem drinkers. In these studies, just being drunk is the most frequent ground for arrest.

Alcoholics and inebriates are less likely to commit serious crimes (felonies) than less serious crimes (misdemeanors).

Of those imprisoned for serious crimes, 24 to 40 percent have been drinking excessively for several years, and between 8 and 24 percent were intoxicated when they were arrested. Almost 90 percent

National Center for Prevention and Control of Alcoholism, Chevy Chase, Maryland, 1970.

¹ Man's Experience with Alcohol: A Curriculum Guide and Resource Manual, pp. 94-95. State of Florida, Bureau of Alcoholic Rehabilitation, Division of Mental Health, Department of Health and Rehabilitative Services, 1970.

* Among the studies from which these data were derived are:
Albert D. Ullman and others, "Some Social Characteristics of Misdemeanants," Journal of Criminal Law and Criminology, 48:44-53, 1957.
R.S. Banay, "Alcoholism and Crime," Quarterly Journal of Studies on Alcohol, 2:686-716, 1942.
M.G. Gray and M. Moore, "The Incidence and Significance of Alcoholism in the Histories of Criminals," American Journal of Psychiatry, 98:347-353, 1941.
D. Kantor and E. Blacker, A Study of Bridgewater, an Institution for the Chronic Drunkenness Offender, Office of the [Massachusetts] Commission on Alcoholism, Boston, 1958.
David C. Pittman and C. Wayne Gordon, The Revolving Door: A Study of the Chronic Police Case Inebriate, Free Press of Glencoe, New York, 1958.

of these prisoners blame their criminal behavior on their excessive drinking habits.

Excessive drinkers commit more crimes against people than against property. Impulsive and individually executed crimes are more common than group crimes.

Women alcoholic prisoners tend to commit crimes associated with illicit sex behavior.

Of those repeatedly arrested for intoxication, about 30 to 40 per cent have prior arrests for crimes other than being drunk.

Criminologists generally agree that excessive drinking rarely is the prime cause of criminal behavior. The inhibition-lowering effects of alcohol lead to a false sense of self-confidence and an inflated ego in the criminal just as they do in the law-abiding citizen.

Many investigators believe that personality abnormalities underlie both crime and excessive drinking. They also believe that social pressures influence the criminal as strongly as they do the alcoholic, and in a similar and deviant fashion.

What studies have been done concerning the drinking habits of juvenile delinquents offer no evidence that drinking causes delinquency. If, as most authorities believe, abnormal personality patterns are at the root of antisocial behavior, it is probable that any apparent relationship between teen-age drinking and juvenile delinquency is coincidental rather than causative."¹

Treatment of Problem Drinking and Alcoholism

Methods

"Preliminary Treatment. Some alcoholics will begin treatment during a stage of temporary sobriety, others during the throes of a severe hangover or during acute intoxication. For many it will be during the drying-out or withdrawal stage, marked by such conditions as delirium tremens. In some cases of acute intoxication, and in most with severe withdrawal symptoms, competent medical management directed by a physician is essential. Without such care, the patient may die.

"In the past, treatment of withdrawal symptoms was based largely

¹From Teaching About Alcohol, pp. 109-110, by Frances Todd. Copyright (c) 1964 by McGraw-Hill Inc. Used with permission of McGraw-Hill Book Company. No further reproduction authorized without express permission of the publisher.

on such alcohol substitutes as chloral hydrate or paraldehyde. In the last 15 years, these drugs have been replaced in part with new synthetic tranquilizers such as reserpine, chlorpromazine, meprobamate, promazine hydrochloride and chlordiazepoxide. The impact of these tranquilizing drugs on the treatment of the acute alcoholic stage has been described by some clinicians as revolutionary. With appropriate use of tranquilizers and other therapeutic aids, and especially the control of fluid and electrolyte balance, most patients recover promptly from delirium, hallucinations and tremors, and are ready to start other forms of treatment.

"Drug Therapy. Once over the acute stages of intoxication or withdrawal, the alcoholic starting long-range treatment may require a kind of pharmacological bridge over the difficult early days or weeks. For this, physicians may prescribe a variety of treatments.

"Tranquilizers are often used to produce relaxation and to reduce the tensions which many alcoholics believe to have triggered their drinking bouts. They are highly effective, but some alcoholics eventually become addicted to the very tranquilizers which helped them break away from their dependency on alcohol.

"Other physicians use what is sometimes called conditioned-response or aversion therapy, administering an alcoholic beverage and at the same time a powerful nausea-producing agent like emetine or apomorphine. Repeated treatments with such a combination are intended to develop a conditioned reflex loathing for alcohol in any form. Because of the risk of severe physical reactions, this method of treatment requires close medical supervision.

"More widely known and used are so-called deterrent agents such as disulfiram (Antabuse) and citrated calcium carbimide (Temposil). A patient regularly taking one of these compounds finds that ingestion of alcohol in any form quickly produces pounding headache, flushing, and usually violent nausea, vomiting and other unpleasant symptoms.

"Probably the greatest value of these and similar drugs is that they provide real if only temporary relief for many patients. For most patients, however, they can produce lasting benefit only as part of a program of psychotherapy which attempts to get at the emotional factors underlying

the drinking of the alcoholic.

"Psychotherapy. In the past, alcoholics have been admonished, scolded, denounced, jailed, beaten, ducked, lashed and threatened with external damnation. There is no evidence that any of these measures has had significant therapeutic value for more than an occasional alcoholic. Available evidence seems to demonstrate that long-lasting results can be achieved primarily by a technique known generally as psychotherapy.

"Broadly, psychotherapy is a label covering various kinds of self-examination, counseling and guidance, in which a trained professional works with (rather than on) a patient--alone or in groups--to help him change his feelings, attitudes and behavior in order to live more effectively.

"Although there are variations, the psychotherapeutic approach in the case of alcoholism usually involves an attempt to bring about complete acceptance of the alcoholic--by himself and by the therapist--as a person who is sick but not evil, immoral or weak, and an equally complete acceptance by the patient of the idea that he needs help. Once some progress has been made, an effort is made to achieve understanding of the patient's underlying tensions as well as his more obvious problems, to alleviate or solve those problems that can be readily handled, and to find a means--other than drinking--which will enable the patient to live with those problems that cannot be solved.

"Most successful therapists--however they may differ on details of treatment--indicate that pleadings, exhortations, telling the patient how to live his life, or urging him to use more willpower, are usually useless and may be destructive."¹

"Alcoholics Anonymous. While not generally considered a form of treatment, the Fellowship of Alcoholics Anonymous has had remarkable success in the recovery of alcoholics. It was founded in Akron, Ohio, in 1935 by an ex-stock broker from New York City (Bill W.) and a local surgeon (Dr. Bob S.),

¹ Alcohol and Alcoholism, pp. 31-33, 36. National Institute of Mental Health, National Center for Prevention and Control of Alcoholism, Chevy Chase, Maryland, 1970.

both of whom were alcoholics.

"It is a loosely knit organization of alcoholics who have banded together to help themselves and others achieve sobriety. Its program of recovery is based on Twelve Suggested Steps which includes a willingness to rely on 'a power greater than themselves' for strength in overcoming their difficulties.

"Al-Anon Family Groups. The Al-Anon Family Group is a fellowship of wives, husbands, relatives, and friends of problem drinkers who are banded together to try to solve their common problems of fear, insecurity, and lack of understanding of the alcoholic. Through its program the members try to improve their own personal lives which have become warped from living with an alcoholic. Thus while they are primarily trying to help themselves, not the alcoholic, they indirectly help the alcoholic by gaining new understanding of his problem and by overcoming their own hostile feelings toward him.

"Al-Anon is not a part of Alcoholics Anonymous. Membership is not limited to those whose relatives or spouses are AA members. However, the programs of the two groups are similar in that they seek to develop an acceptance of humility, patience, and honesty and a reliance on a 'higher power.'

Alateens. What the Al-Anon Family Group is to the wife or husband of the alcoholic, the Alateen Group is to the children of the alcoholic. It is a branch of Al-Anon designed strictly for teenagers who feel a need to share their problems with those of their own age who have similar problems.

Facilities

"The Outpatient Clinic. As a result of the acceptance by most state legislatures of alcoholism as a legitimate public health concern, outpatient clinics, usually operated or supported by governmental alcoholism programs, have developed all over the United States. The clinics usually are staffed by part-time psychiatrists and physicians, occasionally by psychologists, and by full-time social workers. The goal of the clinic team is to help the patient help himself, through individual or group psychotherapy or by

case work, in order that he can remain at home and on the job while in treatment. Usually the patient is seen 1 hour a week for a period of months. Most frequently the clinics are located in general hospitals, although many are operated independently of other health facilities. Some are found in public health centers, others in diverse locations. One clinic, for example, is located in a court house.

"General Hospitals. For years private general hospitals were reluctant to admit alcoholics because hospital personnel considered them too difficult to manage. However, many general hospitals were unable to avoid the admission of alcoholics because of the governmental support these institutions received, and consequently admitted hundreds of such patients yearly. In recent years, with new treatment measures available, and with the encouragement of the American Medical Association, many other hospitals are reversing their previous stands and accepting alcoholic patients.

"General hospitals are the most appropriate agencies to treat acutely and chronically ill alcoholics. Because of their diversity of facilities, all the alcoholic's many physical needs can be cared for in one locale without breaking the relationship between therapist and patient. One of the alcoholic's problems is that time-honored images of him are slow to disappear and that he still is regarded as a second-class citizen. Confusion about whether to segregate or integrate the alcoholic into hospital services, how often to readmit him, and the financial loss attendant on his admission are a few of the problems facing general hospital administrators who express willingness to help the alcoholic.

"Alcoholics in Mental Hospitals. Mental hospitals have been resistant toward the admission of the alcoholic patient unless he suffers chronic mental or behavioral complications in addition to his alcoholism. This has resulted in physicians admitting alcoholics to mental hospitals under psychiatric diagnoses. Once the true nature of the condition was ascertained, however, quick discharges were effected. In recent years, however, the attitudes of mental hospitals toward the alcoholic have changed somewhat and admissions are more frequent. Massachusetts, for example, has a special 15-day commitment paper to state hospitals for alcoholics,

and it is estimated that approximately one-third of all admissions to Massachusetts' state hospitals now have a primary or secondary diagnosis of alcoholism.* Most alcoholics do not willingly accept mental hospitalization, thereby denying the psychological element of their illness, and consider such hospitalization punitive. Of course, the alcoholic is not seen as a promising candidate by overcrowded and overtaxed state mental hospital facilities with limited resources.

"Specialized Hospitals. Although most alcoholics needing hospitalization will find their way to general or mental hospitals, some communities have special alcoholic hospitals under governmental or private auspices.... Although limited in number and size, these specialized hospitals, by virtue of their special concern and skills, often serve as clinical research and training centers in alcoholism and thus have an influence greater than their size.

"Halfway Houses. Neither the clinic nor the hospital is sufficient to meet the needs of some alcoholics. These patients need the special protection of a halfway house. The halfway house is a relatively recent innovation which developed rapidly throughout the country in the 1950s. As its name implies, the halfway house bridges the gap between hospital care and the demands of everyday life by being a semicustodial institution for people who are not yet able to take full responsibility for themselves. 'It makes the assumption that certain individuals can best be rehabilitated if their return to the community is gradual rather than abrupt. Its aim, starting with sobriety, is to gradually introduce the men to jobs, independence, and respectability in the community.' To achieve these objectives, various therapeutic programs are used depending upon the sponsorship of the halfway house. In general, all the houses are small, sobriety is required, outside employment is encouraged or required, the residents dine and live in, and the maintenance of a therapeutic

* Illinois, New York, Minnesota, North Dakota, and Texas are among other states having specialized services in mental hospitals for nonpsychotic alcoholics.

community is considered an essential tool."¹

[New methods and facilities for treating alcoholics are currently being explored and put into practice. New therapies include behavior modification techniques, covert desensitization and rational-emotive treatment. Alcohol and LSD are being given to some patients. Recovered alcoholics are becoming alcoholism counselors. And many communities are setting up detoxification centers.]

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¹Quoted from Alcohol Education for Classroom and Community, pp. 199-201, by Raymond G. McCarthy (ed.), with the permission of McGraw-Hill Book Company. Direct quotes from these sections may not be used except for classroom use only.

SAFETY

I. Drinking and Driving

A. Blood Alcohol Level

1. Chemical tests
2. Implied consent law

B. Statistics

1. Alcohol-related accidents
2. The influence of alcohol

C. The Role of the Problem Drinker

D. Law Enforcement

1. Prosecution difficulties
2. Sympathetic juries
3. Other countries

E. The Nader Viewpoint

II. Other Safety Areas

A. Home

B. Recreation

1. Flying
2. Boating

C. Pedestrians

SAFETY

Drinking and Driving

Blood Alcohol Level

"Blood-alcohol concentrations in living subjects are measured in a number of ways. The usual methods (termed 'chemical tests,' within the context of law enforcement) are carried out on body materials such as blood, breath, urine or saliva. Although blood analysis is the most direct method to ascertain the blood-alcohol concentration, use of breath analysis has grown steadily with the introduction of nearly automatic testing devices which are easy to employ and give results that correlate with those obtained by direct analysis of blood.....

"Chemical tests for intoxication have been very effective in determining alcoholic influence. Such tests and methods have been used in the United States since the 1920's. Scientific studies of the reliability of chemical tests and of the relation of blood-alcohol concentration to impairment have been important developments in the medico-legal approach to the problem. The acceptance of chemical tests has led to laws setting presumptive levels for being under the influence.

"Presumptive levels are based on the alcohol concentration in the blood and do not reflect the amount of liquor consumed. It has been recommended by the American Medical Association, National Highway Safety Bureau, [now, the National Highway Traffic Safety Administration--NHTSA], and U.S. Public Health Service and contained in the Uniform Vehicle Code (since 1962), that 0.10 per cent blood-alcohol concentration or higher should be presumptive evidence in the case of any driver that is under the influence of intoxicating liquor. [In 1962, forty-five states used 0.10 BAC; the rest, except Utah, had 0.15 BAC.] This does not mean that persons having concentrations below 0.10 per cent are not under the influence. If other circumstances indicate that the person was influenced to some degree by the alcohol in his system, he still can be charged with being under the influence. Below 0.05 per cent, drivers are presumed not to be under the influence.

"Does administration of a chemical test to determine alcoholic influence violate an individual's Constitutional right against self-incrimination? The U.S. Supreme Court has ruled, in an opinion written by Justice Holmes (*Holt v. United States*, 218 U.S. 245, 1910), that 'the privilege is restricted to oral testimony and does not preclude the use of one's body as evidence.' In 1966, the Court said (in *Schmerber v. California*, 384 U.S. 757, 1966), '... We hold that the privilege protects an accused only from being compelled to testify against himself, or otherwise provide the State with evidence of a testimonial or communicative nature, and that the withdrawal of blood and use of the analysis in question in this case did not involve compulsion to these ends.'

"How does one obtain a chemical test so that guilt or innocence can be decided beyond a reasonable doubt? One method advocated is an implied consent law that would encourage any individual to submit to a chemical test. In 1953 the state of New York passed such an 'implied consent' law. Robert L. Donigan states, 'It provided in effect that as a condition of the privilege of driving a motor vehicle upon the highways of the state, every motorist was deemed to have given his consent to a chemical test of his blood, breath, or urine to determine blood-alcohol concentration if charged with driving while in an intoxicated condition; that if he was so charged and refused to submit to a test, no test was to be given, but his privilege to drive within the state was to be revoked because of his refusal to abide by this condition upon which the privilege is based.'"¹

Statistics

"Let's look quickly at what we know about the relationship between alcohol and fatal accidents. We must start by asking how many drivers there are on the road who have been drinking? This question has been studied by scientists at the University of Vermont under a contract with the National Highway Safety Bureau [NHTSA]. They went out onto the roads

¹Quoted from "On the Level," pp. 3, 11-13, Traffic Safety Monograph No. 1, with the permission of the National Safety Council. Direct quotes from these sections may not be used except for classroom use.

at the times and places where fatal accidents had occurred (which is mostly in the evenings; particularly during weekends) and persuaded passing motorists to take a breath test. When this was done, it was found that about two per cent had blood-alcohol concentrations above the level which the National Highway Safety Bureau [NHTSA] defines as being intoxicated (0.10% blood alcohol concentration (BAC)).

"If now we take the blood alcohol concentrations in drivers fatally injured in crashes as recorded in the records of the coroners, we can compare the proportions of these drivers who had been drinking with those of all drivers on the road. Let us look first at innocent drivers killed in accidents initiated by others. Between 1 in 5 and 1 in 6 of these drivers had been drinking to the extent that they would have been judged to be intoxicated based on the blood alcohol concentration. These are the drivers who were unable to take evasive actions to avoid an accident initiated by someone else. Clearly, excessive use of alcohol makes a person less able to save himself from other people's mistakes. But how much more dramatic is the effect of alcohol if we consider those drivers who were responsible for the initiation of their accidents. For these drivers approximately half were above the level defined as intoxicated by the National Highway Safety Bureau. Other studies have shown between 40 and 50% of responsible drivers intoxicated. While only 1 in 50 drivers using the road at times and places of fatal accidents were intoxicated, nearly half of those responsible for initiating fatal accidents are intoxicated. Several studies similar to this one are summarized in the Secretary of Transportation's Report on Alcohol and Highway Safety to the Congress in 1968. As a result of the research summarized in this report, it has come to be generally accepted that alcohol plays a role in approximately 50 per cent of all fatal accidents.

"Note that in describing the role of alcohol in fatal accidents, we must keep carefully in mind that accidents nearly always have multiple causes--wet pavement, faulty brakes, bald tires. But the sober driver is nearly always able to deal with these hazards without being involved in an accident. The intoxicated driver is much less able to overcome these hazards as is indicated by the high proportion of intoxicated drivers among

those responsible for initiating fatal accidents."¹

"One of the major contributions to research into drinking drivers and accidents is the study conducted by the Department of Police Administration of Indiana University, which pointed out that when a driver's blood-alcohol concentration reached 0.15 per cent, the possibility of the driver causing a traffic accident is 25 times greater than if his body were essentially alcohol free.

"Blood-alcohol concentrations over 0.04 per cent are definitely associated with increased accident involvement, according to the study. When the alcohol concentration reaches 0.06 percent, the probability of causing an accident is twice that of the alcohol-free driver, and at 0.10 the probability is six times greater."²

"Alcohol affects three areas of the human organism which are absolutely essential for the responsible handling of an automobile: judgment, reflexes, and vision. As judgment deteriorates, the person feels that he is actually more skilled than while sober. He is therefore likely to take more chances in passing, speeding, and negotiating curves than usual.

"Coupled with this false sense of security is the driver's loss of acute reaction time. When alcohol is in the brain, a longer time span passes before the voluntary muscles can obey the messages sent by the brain. A blood alcohol concentration of from .10 to .20 per cent increases reaction time by 10 to 30 per cent; in an emergency, even a fraction of a second can make a difference.

"The other area essential to driving and affected by alcohol [levels of .10 to .20] is vision. The consumption of [this amount of] alcohol reduces depth perception, or the ability to determine the relative proximity or distance of an object. The field of frontal vision is shortened considerably. The driver loses much of his peripheral vision, so important for spotting pedestrians and objects outside the field directly

¹ The Relationship of Alcohol Abuse to Highway Safety, pp. 5-7, by R.B. Voas and Len Tabor. U.S. Department of Transportation, National Highway Safety Bureau, Washington, D.C.

² Quoted from "On the Level," p. 9, Traffic Safety Monograph No. 1, with the permission of the National Safety Council. Direct quotes from these sections may not be used except for classroom use.

in front of him. Another common effect is double vision; the neuromuscular ability of the eyes to converge simultaneously is disturbed. Visual acuity, or the sharpness of perception, is also seriously reduced by even moderate amounts of alcohol.

"Unfortunately the blood alcohol concentration does not tell the whole story of an individual's impairment to operate a motor vehicle. Each individual is different in terms of experience in drinking and experience in driving, health, fatigue, and the ingestion of other drugs. All these factors seriously affect an individual and combined with alcohol add to the total impairment of the individual....

"If an individual is to assess his impairment, he must know himself as well as the amount of alcohol consumed. Each drinking session is different even though the amount of alcohol consumed is the same because the individual is different. Maybe today, because he is tired, depressed, not feeling well or has just taken some prescription, his impairment will be greater than when he consumed the same amount of alcohol but was well rested, happy, healthful, and was not taking medication. Each time an individual consumes alcohol he must assess himself to know how to drink responsibly, if at all."¹

Making the assessment is perhaps even more important for teenagers who drink and drive, for alcohol poses some unique risks for teenagers that are particularly relevant to drinking-driving situations. The dangers are that:

1. Teenagers are affected more quickly and severely than adults by alcohol because they generally weigh less than adults.
2. Teenagers are more susceptible than adults to psychological intoxication because of their inexperience with alcohol and often their emotional immaturity.
3. Teenage driving abilities will decrease more rapidly than adults' because driving is a new and complex skill.

The youthful drinker-driver then must add these detrimental effects

¹Second Draft of School Alcohol Education: K-12 Curriculum Guide, pp. 41-42, Alcohol Safety Action Program, University Extension, University of Wisconsin.

to the ones that involve adults as well, thus compounding the risks of driving while impaired.¹

The Role of the Problem Drinker

"The role of alcohol can be roughly summarized in the following way: the number of highway fatalities in the United States was estimated to be 56,400 in 1969 by the Highway Safety Council. Of the half of these in which alcohol plays a role we would estimate that two-thirds result from accidents initiated by 'problem drinkers' who drive. The other third are related to abusive drinking by 'social drinkers' particularly heavy social drinkers on their way home from a spree, or young drivers (particularly teen agers) who are both learning to drink and to drive.

"Why do we say that two-thirds of these fatalities [that involve alcohol] result from 'problem drinkers' who drive? Evidence that these fatalities are being produced by individuals who are not typical social drinkers takes two major forms. First of all, the very high blood alcohol concentrations present in the drivers responsible for initiating fatal accidents suggest that their drinking is beyond that normally associated with social activities in the United States... A 200-pound man requires 9 one-ounce 80-proof drinks an hour to reach a BAC of 0.10 per cent if he is drinking within two hours of eating. For a 160-pound man, this number is reduced to 7. For people drinking on an empty stomach--the cocktail hour ritual--these numbers would be reduced by about one-third.

"When one considers that between 40 and 50 percent of the drivers responsible for fatal crashes who have been drinking are at least at this level, and many are much higher, it is clear that these drivers have been using alcohol to an extent which is far beyond the normal drinking pattern of most Americans.

"There is another type of evidence to indicate that the majority of drinking drivers responsible for initiating fatal accidents are not typical 'social drinkers.' Studies of fatally injured drivers and of convicted drinking drivers have indicated that they often have been arrested before for offenses involving alcohol. Some of these involve previous drinking driving arrests, others may involve non-traffic arrests such as 'drunk and disorderly' and even serious crimes committed under the influence of alcohol.

¹ Abt Associates Inc., Cambridge, Mass.

"However, if a careful study is made of hospital and social agency records, other indications of problems stemming from drinking may be found. Admission to the hospital for alcoholism, families broken or disadvantaged because the father drinks and cannot hold a job and so on. Moreover, interviews with the families or employers of the drinking drivers often indicate that these drivers have marital problems or job absenteeism relating to drinking.

"Thus, while no one should be encouraged to drink and then drive, it is clear that a large portion of the driving population does indeed drink moderately, and drive responsibly without greatly increasing their risk of an accident. Most Americans who drive fail to understand this distinction between moderate and responsible drinking and the risk incurred by excessive use of alcohol."¹

Law Enforcement

"Law enforcement, as a whole, is fighting a losing battle against the drinking driver. This fact is apparent even though his elimination from our streets and highways is a prime objective of traffic law enforcement. The passing of Implied-Consent laws and similar legislation should be demonstrating a marked influence on the statistical picture. Why hasn't this materialized?

"The logical answer seems to be the ever-increasing number of legal and practical stumbling blocks. These include a lack of judicial support, indifferent sentencing procedures, juries who view drunk driving as a minor crime, and inability on the part of some law enforcement officers to detect the problem drinking driver.

"Both the pre-trial and trial periods present problems. There are some prosecuting attorneys who hesitate to take the case to court unless a conviction is a certainty. The prosecutor often arrives in court ill-prepared to conduct an effective prosecution because he assesses more importance to his other cases, particularly felonies.

¹The Relationship of Alcohol Abuse to Highway Safety, pp. 7-9, by R.B. Voas and Len Tabor. U.S. Department of Transportation, National Highway Safety Bureau, Washington, D.C.

"The popular use of plea bargaining is another legal loophole. The defense attorney and the prosecuting attorney barter for a charge reduction. This action fulfills several purposes. If the attorneys can agree, the defendant is spared a 'driving while under the influence' charge on his record, it may save his driver's license, and the prosecutor saves time and is guaranteed a conviction, although on a reduced charge. These actions are, in part, necessitated by the overflowing court dockets and inexperienced, understaffed prosecution staffs.....

"Judicial support for law enforcement has been the battle cry of all advocates of law and order.... Since traffic violations are not considered serious, it is common for a police officer to discover his drunk driving charge has been dismissed or reduced without qualification. Judicial acceptance of chemical testing procedures of drunk drivers and a favorable view when introduced as evidence is of primary importance.....

"We also find jurors have a tendency to sympathize and identify with the defendant in traffic cases. This eliminates the objective and impartial trying of a case; the case is not tried on its own merits. Defense attorneys find it simple to sway the jury with emotion. The problem drinking driver is pictured like your friendly neighbor who has been placed in an embarrassing situation by an unfortunate set of circumstances. The picture enlarges and the juror easily sees himself in the same position, and again through no fault of his own. His decision is based on how he should be treated should it happen to him.....

"Ideally, the true preventive process lies within the driver himself. The picture of the ultimate consequences of his actions should deter his driving while under the influence of alcohol. However, since this hasn't worked, perhaps the certainty of punishment on conviction would be a partial answer."¹

¹Quoted from "A Challenge for Law Enforcement," pp. 17-20 passim, by James J. Hegarty, Analogy, No. 10, 1971, with the permission of Allstate Insurance Company. Direct quotes from these sections may not be used, except for classroom use.

"The problem is not insoluable. As a rash of new laws in Eastern and Western European nations has demonstrated, tough legislation can contribute mightily to wiping the roads clean of gassed drivers.

"The most spectacularly successful has probably been England's Road Safety Act of 1967, which made it a criminal offense for anyone to drive a car with more than a certain dose of alcohol in his blood. The first offense punishment is an automatic one-year suspension of a driver's license, plus a fine of anywhere up to \$240.

"The law has been rigidly enforced by police empowered to stop a vehicle and order the driver to submit to a 'breath analyzer' test. He blows into a plastic bag full of crystals which turn green if his blood contains more than 80 milligrams of alcohol for each 100 milligrams of blood. If he refuses to take the test, he is presumed to have failed it.

"In two years, vehicular casualties have dropped 10 percent; deaths have dropped 15 percent; drunken-driving convictions have risen 7 percent; and \$40 million has been saved in reduced medical and police costs and industrial disruption.

"Britons now frequent their favorite pub on foot, on horseback, on bicycles, or by calling a taxi.

"Other countries are even more stringent. The French, who consume more spirits per capita than any other people in the world (28 quarts of pure alcohol a year), face a test similar to Britain's but with a maximum penalty of a three-year suspension of license, a year in jail and a \$1000 fine.

"Polish tipplers can be thrown in jail, fined or forced to attend lectures that condemn the demon rum.

"And Finns who have one or two for the road end up at hard labor. Most of the rockbusting and ground-clearing preliminary to the construction of Helsinki's new international airport was done by drivers taking the cure." [The problem seems to be that the American public is unlikely to tolerate such stringent legislation and that legislators are unlikely to offend people's sensitivities on this issue.]

¹Quoted from 'U.S. drunk driving laws lag' by Peter Benchley with the permission of Newsweek Feature Service. Direct quotes from these sections may not be used, except for classroom use.

The Nader Viewpoint - Unsafe At Any Speed

An alternative - or supplement - to more stringent laws has been advocated by some consumer protection groups, the most well known of which is directed by Ralph Nader. Nader's hypothesis in essence, is that the responsibility for highway safety lies with the automobile industry -- not with the driver. His basic assumption is that:

The first-rate accident research that is being done in this country, backed mainly by federal funds, is producing mounting evidence that the more that is known about human behavior, the more fundamental solutions will be in the engineering of the highway transport system. The vehicle is the basic unit of that system; the driver's adequacy is a function of his vehicle's adequacy.

According to Nader, the apathy of the public and political institutions is to blame for not encouraging increased automotive traffic safety. The automotive industry's actions in opposing improved design of vehicles must come under attack from the public sector before we will see significant decline in the number of automobile accidents and fatalities.

However, even the safest vehicle in the unsafe hands of the drunk or enraged, the overly tired, the underskilled or the tense driver is a potentially death-producing force.¹

Supplementary Reading

"Stop the Drunk Driver" by Guy Halverson, Christian Science Monitor. The Christian Science Publishing Society, Boston, 1970.

"Drunk and Driving" by Pat Smith, The Charlotte News, Charlotte, North Carolina, June 17-19, 1970. Reprinted by Allstate Insurance Company.

Psychiatric and Legal Aspects of Automobile Fatalities by John R. Finch and James Patrick Smith, Jr. Charles C. Thomas, Springfield, Illinois, 1970.

The High Risk Driver - A Descriptive Story by Richard Ingersoll, Jesse E. Trow, and Donna W. Clarke, Program on Alcohol and Drug Abuse, New Hampshire Division of Public Health, Concord, New Hampshire, September, 1970.

1968 Alcohol and Highway Safety Report, Department of Transportation. U.S. Government Printing Office, Washington, D.C., 1968.

¹ Abt Associates Inc.

Alcohol and Highway Safety, St. Louis Globe-Democrat, reprinted by Allstate Insurance Co., 1969.

The Way to Go by Kenneth A. Rouse. Public Relations Department, Kemper Insurance Group, Chicago.

Alcohol Safety Countermeasures Program, National Highway Safety Bureau, U.S. Department of Transportation, 1970.

Other Safety Areas

Home

"The Statistical Bulletin (October, 1967) of the Metropolitan Life Insurance Company, reports that 'A study of fatal home accidents among MLIC policy holders indicates that alcohol plays an important role in [household]...accidents among young adults and the middle aged.' Another study of nonfatal home accident victims in Massachusetts reported that 21 per cent of the males had been drinking and almost 9 per cent of the females were similarly affected....

"In both of the above studies falling asleep with a lighted cigarette, poisoning and drownings all had drinking associated with them.

Recreation

"The Federal Aviation Administration first brought out the fact that the use of alcoholic beverages by pilots of private planes may play a large part in the high fatal accident rate of private planes as compared with commercial airlines. In 1963, the FAA reported that 35.4 per cent of the pilots of private planes that were killed had a measurable (0.015 per cent and above) blood alcohol concentration. A study for 1964 showed that 39 per cent of the general aviation (noncommercial) pilots killed had alcohol in their bodies, in 1965, 36 per cent, and in 1966, 32 per cent.....

"Boating while under the influence of intoxicating liquor has not been defined. There is an apparent need for further information on the role alcohol plays in boating injuries and fatalities.....

"The reasons for moderate drinking or abstinence parallel those for operating a motor vehicle, because similar judgment, skills and attitudes are needed for safe boating."¹

¹ Quoted from "On the Level," pp. 16-19, passim, Traffic Safety Monograph No. 1 1969, with the permission of the National Safety Council. Direct quotes from these sections may not be used except for classroom use.

Pedestrians

"There has been only one scientific investigation of the extent to which the blood alcohol concentrations of fatally injured adult pedestrians differ from those of noninvolved pedestrians. This showed that 40 per cent of those killed had blood alcohol concentrations of...0.10 per cent by weight and higher..., in comparison with eight per cent of those not hit who were on the streets at the same times and locations.....

"The results of the investigation comparing noncrash-involved adult pedestrians, and those injured fatally at the same time and places suggest that the risk of involvement for pedestrians is similar to that of drivers and begins to increase in the blood alcohol concentration range below... 0.05 per cent by weight."¹

¹1968 Alcohol and Highway Safety Report, pp. 17-18, Department of Transportation. U. S. Government Printing Office, Washington, D. C., 1968.

LAWS

- I. Government Controls
 - A. Licensing and Monopoly Systems
 - B. Other Regulations
 - C. Local Options
- II. Taxes
- III. Public Intoxication
- IV. Police Actions

LAWS

Government Controls

"Two principal types of governmental control measures have emerged since the passage of Repeal. In 1967 thirty-two states and the District of Columbia had licensing systems whereby the sale and distribution of alcoholic beverages were controlled by state regulations under a system of licensing and operated by private enterprise. Eighteen other states had monopoly systems. In sixteen of these states an official state board buys the liquor in wholesale quantities and retails it through official state stores. Two of the states serve as wholesale distributors to private retailers. In most monopoly states beer and wine may be sold in licensed private establishments. The objective of all these systems is the same -- an orderly control of the manufacture, distribution and consumption of alcoholic beverages. Regulations specify who may purchase, who may sell, where stores may be located, hours and days of sale, prices and quality of products sold.

"In addition to the legal controls described above, there is a wide variety of regulations that have been adopted by some states and localities to control the time, place, occasion and qualifications for drinking. Some communities regulate the hours in which alcoholic beverages may be sold in retail outlets and in taverns, restaurants and nightclubs. Ordinances and statutes limiting the distance between liquor outlets and churches, schools and places of public congregation are in existence. All states specify minimum drinking ages. [Several states have already or are currently considering lowering the drinking age from 21.] Laws relating to educational institutions require instruction on alcohol and its use in every state. Legal sanctions at state and local levels directed toward the control of behavior while drinking are common, and they include regulations and ordinances for the control of drunk and disorderly conduct, public drunkenness, driving while intoxicated, and the sale of alcoholic beverages to obviously inebriated persons. Federal controls are imposed in the form of regulations relating to manufacture, advertising, interstate distribution and taxation.

"In some states a township, city or county may elect to prohibit or otherwise control the sale of alcoholic beverages even though the state or larger political subdivision may permit it. This practice is known as

local option. Thus it is possible for a city to be dry and the county in which it is located to be wet. The political subdivision takes its stand through popular vote as sentiment within its borders changes. Forty-one states have local option laws."¹

Taxes

"Measured by employment and the dollar value of its products, this industry is a dwarf compared with the country's largest businesses. But as a lucrative source of public funds obtained through taxes, the alcoholic beverage industry is indeed a giant. We are talking here only about the taxes directly related to the marketing of alcohol, that is, taxes over and above ones common to all industry.

"Records from the Treasury Department reveal that in 1961 the total Federal revenue from beverage alcohol was over three billion dollars. [See page 152 for 1969 figures] Of this almost three-fourths (72 per cent) was derived from taxes on distilled liquors and nearly one-fourth from beer taxes. Tax revenues from the wine industry amount to only about 3 per cent. The lion's share, 85 per cent, of the Federal revenue from all alcoholic beverages came from ... excise taxes.

"Over and above these Federal taxes, state and local governments collect additional levies. Such taxes vary with the locality. In 1961, for example, the states raised over one billion dollars from alcohol taxes, of which, on the average, 55 per cent came from excises. In states which monopolize the retail sales, almost one-fourth of the total alcohol-derived revenue is accounted for by the profits of operating the state monopoly. In most areas, license and related fees comprise about 25 per cent of the total revenue. Local districts gained over 100 million dollars in alcohol revenues in a single year.* An interesting sidelight is that in Mississippi, the only state in which the sale of alcoholic beverages is illegal, about six million dollars were collected in just one year from alcohol beverage license and excise fees, including a 'special sales tax on illegal liquor.'

¹ Quoted from Guide to the Community Control of Alcoholism, p. 29, by Jay N. Cross, with the permission of the American Public Health Association. Copyright, 1968, by the American Public Health Association. Direct quotes from these sections may not be used, except for classroom use.

*Federal Reserve Bulletin, 1959, and U.S. Statistical Abstract, 1959.

"The taxes collected by governments go in some cases into general funds and in others into special funds earmarked for specific purposes. There is a slowly growing trend in some states to allocate a portion of the alcohol-derived taxes to programs of alcohol education and to the treatment, prevention, and rehabilitation of alcoholics."¹

Illegal Manufacture of Alcoholic Beverages

'Moonshine' or 'bootleg whiskey' is whiskey that is made illegally in order to escape the excise taxes. According to figures published by the Licensed Beverage Industries, in 1970, law officials destroyed 9,522 stills which produced 23,657,000 gallons of moonshine. This illegal production amounted to \$326,500,000 in total tax frauds.

Moonshining operations are devoted almost exclusively to the production of distilled spirits. Like distilled beverages, a license is needed to brew beer. However, it is legal to make up to 200 gallons of wine for home use.²

Public Intoxication*

"The sheer size of the drunkenness problem in relation to the very limited knowledge about causes and treatment makes it impossible to speak in terms of 'solutions.' There are, however, some important and promising lines that should be explored.

"There is serious doubt that drunkenness alone (as distinguished from disorderly conduct) should continue to be treated as a crime. Most of the experts with whom this matter has been discussed, including many in law enforcement, feel that it should not be a crime. The application of disorderly conduct statutes would be sufficient to protect the public against criminal behavior stemming from intoxication. This was the view of the President's Commission on Crime in the District of Columbia, which recommended that the District of Columbia drunkenness law 'be amended to require specific kinds of offensive conduct in addition to drunkenness.'

¹From Teaching About Alcohol by Frances Todd, pp. 87-89. Copyright (c) 1964 by McGraw-Hill Inc. Used with permission of McGraw-Hill Book Company. No further reproduction authorized without express permission of the publisher.

²Abt Associates Inc., Cambridge, Mass.

*Taken from the report of the President's Task Force on Drunkenness.

"Perhaps the strongest barrier to making such a change is that there presently are no clear alternatives for taking into custody and treating those who are now arrested as drunks. Current efforts to find such alternatives to treatment within the criminal system should be expanded. For example, if adequate public health facilities for detoxification are developed, civil legislation could be enacted authorizing the police to pick up those drunks who refuse to or are unable to cooperate -- if, indeed, such specific authorization is necessary. Such legislation could expressly sanction a period of detention and allow the individual to be released from a public health facility only when he is sober.

"The importance of developing an alternative to treating drunkenness within the criminal system is underlined by court decisions in two Federal circuits holding that alcoholics cannot be convicted for drunkenness, Easter v. District of Columbia, and Driver v. Hinnant. Pursuant to the Easter decision, alcoholics are no longer being convicted of public drunkenness in Washington, D.C.

"An alternate approach to present methods of handling drunkenness offenders after arrest and a prerequisite to taking drunkenness out of the criminal system is the establishment of civil detoxification centers. The detoxification center would replace the police station as an initial detention unit for inebriates. Under the authority of civil legislation, the inebriate would be brought to this public health facility by the police and detained there until sober. Thereafter, the decision to continue treatment should be left to the individual. The center should include such medical services as physical examinations, an emergency care unit for the treatment of acutely intoxicated persons, and transportation to a hospital, if advanced medical care seems necessary."¹

Police Actions

"The relationship between alcohol and crime is complex. It cannot be said flatly that alcohol is a cause of crime, because that statement is too general. That it is a contributing factor in many cases is undoubtedly true. Police know that domestic quarrels, street fighting, and traffic

¹ Man's Experience with Alcohol, A Curriculum Guide and Resource Manual, pp. 137-138. State of Florida, Bureau of Alcoholic Rehabilitation, Division of Mental Health and Rehabilitative Services, 1970.

accidents often having drinking or drunken persons involved. Drunken persons themselves are in danger of being victimized. They may be robbed or struck down in traffic. 'Drunk cases' unquestionably provide many problems for police.

- (a) Police officers should be fully aware of the potential, physical and mental effect of varying amounts of alcohol in the body, have some understanding of the different diseases or conditions which may mimic the usual symptoms of alcohol intoxication, and know how to recognize the danger signs of alcohol intoxication (coma) or the hangover state.
- (b) The police officer should determine whether or not the person is in such a state as to be capable of hurting himself or others. If he does seem potentially dangerous, he must be taken into custody or protected.
- (c) If the drunken person has to be jailed, the officer should ensure that the prisoner is watched at frequent intervals, in case intoxication should increase to possible dangerous levels.
- (d) In any kind of comatose condition, where the prisoner cannot be aroused, police should call a doctor or try to get the victim to a hospital. If the coma lasts longer than a few hours, there are probably more complications than just alcohol.
- (e) The police officer should be fully aware of the disease of alcoholism and its possible complications.

"In conclusion, it must be pointed out that the police officer is not expected to fulfill the function of doctor, psychologist, or social worker. But to carry out the functions of his office, he should make every effort to distinguish between the alcoholic and the person who occasionally has had too much to drink. By knowing how to recognize and handle each properly, he can do much to help these persons, or, at the very least, do nothing to worsen the situation or contribute to death."¹

¹ Alcohol and Alcoholism: A Police Handbook, Correctional Association of New York and the International Association of Chiefs of Police. (Christopher D. Smithers Foundation, New York 1965) pp. 31-32.

Supplementary Reading

Task Force Report: Drunkenness: Annotations, Consultants' Papers and Related Materials, The Presidents Commission on Law Enforcement and Administration of Justice. U.S. Government Printing Office, 1967.

E. REFERENCES

1. Cross References

- a. Subject Area Cross Reference
- b. Detailed Activity Topic Index

2. Bibliography

- a. Curriculum Materials and Sources
- b. Curriculum Manuals
- c. Content Literature
- d. Classroom Materials

- i. nonfiction
- ii. fiction
- iii. audiovisual

- e. General Resources

3. Index

1. CROSS REFERENCES

SUBJECT CROSS REFERENCE

Alcohol and alcohol safety can -- indeed, should -- be taught simultaneously or consecutively in a number of alcohol-related subject areas. Most of the Activities in this Manual can be logically incorporated into health education and traffic safety courses. But alcohol education is also clearly in the province of other subject areas, especially in junior high school social studies courses. Responsibility, a central theme of any citizenship course, is a fundamental concept of alcohol education and can be incorporated in this context in terms of such issues as:

- What is the individual's responsibility toward family members, friends and strangers who:
 - drink excessively;
 - drive, cross streets, or perform other potentially dangerous activities when impaired by alcohol use;
 - make drinks available to others, particularly when these recipients may drive or engage in other potentially dangerous activities;
- What is the individual's responsibility toward society in terms of:
 - volunteer work
 - voting and otherwise influencing alcohol legislation, such as implied consent laws, blood alcohol levels presumptive of intoxication, and drinking ages,
 - exerting influence on social and political institutions and agencies involved with alcohol issues such as the Licensed Beverage Industry, the mass media, alcohol advertisers, police departments and the courts.

Alcohol education can also be usefully integrated into at least four other subject areas: art, cooking, English and science.

- Art classes can involve students in a short unit of alcohol study that includes creation of collages, mobiles, models and

paintings around alcohol themes such as behavioral and physical effects, safety hazards of excessive drinking and reasons people drink. These art activities can be coordinated with the efforts of a social studies or health education class that is simultaneously studying the same issues.

- English teachers can involve students in reading and discussing the many excellent literary accounts of alcohol use and abuse that are suggested in the Bibliography. Some of these, such as those by Shakespeare, Homer, Thomas Hardy and Edith Hamilton, are normally read in many standard high school English courses. English teachers who already plan to teach these books and poems can coordinate their efforts with other teachers who plan to be treating alcohol issues during the year.
- Cooking classes can engage students in the creation of entrées and desserts that use alcoholic beverages as part of their ingredients.
- Science teachers can develop a unit on alcohol's physical and behavioral effects that would fit easily into a biology, general science or chemistry course. Again, this effort can be coordinated with the plans of other teachers who plan to teach about alcohol.

The following cross reference lists subject areas and appropriate concern objectives that can be achieved in them. There is some overlap since several objectives are entirely appropriate to more than one subject area. Activity numbers and core Activity descriptions designed to achieve each concern objective within each subject area have also been listed.

SUBJECT AREA CROSS REFERENCE

<u>Subject Area</u>	<u>Objective</u>	<u>Activity #</u>	<u>Core Activity Description</u>
<u>Art</u>	Students demonstrate knowledge of and ability to evaluate the effects of alcohol use on traffic safety in order to make responsible decisions about drinking and driving	5	Students create a movie on alcohol and traffic safety.
	Students demonstrate knowledge of and ability to evaluate the relationship between alcohol use and maturity in order to make responsible decisions about drinking.	38	Students develop collages or mobiles illustrating maturity or immaturity and discuss the relationship between drinking and maturity.
	Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.	39	Students visit an art museum and examine paintings by painters who were alcoholics and paintings involving alcohol.
	Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.	86	Students create collages illustrating physical and behavioral effects of alcohol.
<u>Cooking</u>	Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.	63	Students study use of alcohol in cooking and its food value.
<u>Driver's Education</u>	All of the safety Activities and objectives are appropriate to Driver's Education courses.		

SUBJECT AREA CROSS REFERENCE

Subject Area	Objective	Activity #	Core Activity Description
<u>English</u>			
	Students demonstrate knowledge of and ability to evaluate alcohol's effects on safety areas other than traffic in order to make responsible decisions about drinking and personal safety.	13	Students read and discuss fictional accounts of alcohol safety situations.
	Students demonstrate knowledge of and ability to evaluate effects of alcohol use on traffic safety in order to make responsible decisions about drinking and driving.	15	Students write and discuss stories about the relationship between alcohol and bicycles and relate bicycle riding to automobile driving.
	Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.	25	Students complete unfinished stories by writing in the omitted part and thereby resolving an interpersonal dilemma.
	Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.	46	Students analyze songs about alcohol use.
		72	Students research attitudes of the Bible toward alcohol.
		73	Students research the attitudes of various poets toward alcohol use.
		76	Students read and discuss myths that involve alcohol.
	Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.	75	Students read and discuss fictional accounts of why people drink or abstain from alcohol.

SUBJECT AREA CROSS REFERENCE

Subject Area	Objective	Activity #	Core Activity Description
English (cont'd)		77	Students write and discuss what, if anything, they would do if it became legal for them to drink.
	Activities are designed to reveal student's concerns about alcohol.	79	Students create stories involving alcohol-related situations of their choosing.
		80	Students write stories in response to picture of alcohol use.
	Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.	94	Students write stories in response to picture of alcohol use.
		106	Students read and discuss fictional accounts of the physical effects of excessive drinking.
		107	Students read and discuss fictional accounts of alcohol's behavioral effects.
	Students demonstrate knowledge of and ability to evaluate alcohol's effects on sexual desire, behavior and image in order to make responsible decisions about drinking and sex.	108	Students read and discuss fictional accounts of the effects of alcohol on sexual behavior and desire.
	Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.	147	Students read and discuss fictional account of interpersonal situations involving alcohol use.

SUBJECT AREA CROSS REFERENCE

Subject Area	Objective	Activity #	Core Activity Description
English (cont'd)			
		173	Students develop a booklet on alcohol for distribution throughout the school.
	Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.	160	Students read and evaluate the section on alcohol in Haim Ginott's <u>Between Parent and Teenager</u> .
		162	Students complete unfinished stories by writing in the omitted part and thereby resolving an interpersonal conflict between youngsters and parents about alcohol use.
	Students demonstrate knowledge of and ability to evaluate alternate responses to peer pressures to drink or abstain in order to make responsible decisions about drinking.	171	Students write and discuss autobiographical accounts of occasions on which they were subject to group pressure.
		172	Students complete unfinished stories by writing in the omitted part and thereby resolving conflict involving peer pressure to drink or abstain.
	Students demonstrate knowledge of and ability to evaluate the role of alcohol and drinking in historical and contemporary cultures in order to make responsible personal and public policy decisions about drinking.	189	Students create their own imaginary culture with its own distinctive attitudes toward alcohol.

SUBJECT AREA CROSS REFERENCE

<u>Subject Area</u>	<u>Objective</u>	<u>Activity #</u>	<u>Core Activity Description</u>
English (cont'd)	Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedures in order to make responsible personal and public policy decisions about drinking.	204	Students write completion of a fictional story of a drinking-related offense.
	Students demonstrate knowledge of the theories of problem drinking causation in order to make responsible decisions about problem drinkers.	212	Students read and discuss fictional accounts of the causes of problem drinking and alcoholism.
	Students demonstrate knowledge of the effects of problem drinking and alcoholism in order to respond constructively to problem drinkers.	219	Students read and discuss Charles Jackson's <u>The Lost Weekend</u> , an autobiographical novel by an alcoholic.
		220	Students read and discuss fictional accounts of problem drinking and alcoholism.
		221	Students read fictional accounts of delirium tremens.
		222	Students complete unfinished stories that focus on problems faced by families with problem drinkers.
		223	Students write "autobiographical" accounts of one or more aspects of problem drinking.

Health Education Virtually all objectives and Activities are appropriate to Health Education courses.

SUBJECT AREA CROSS REFERENCE

<u>Subject Area</u>	<u>Objective</u>	<u>Activity #</u>	<u>Core Activity Description</u>
<u>Science</u>	Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.	96	Students play board game that teaches differences between ethyl, denatured and methyl alcohol.
		104	Teacher lectures on different kinds of denatured and methyl alcohol and their effects.
		111	Students observe the effects of alcohol on fish.
		112	Students observe the effects of alcohol on rats.
		113	Students compare the rate of alcohol diffusion with that of food.
	Students demonstrate knowledge of how alcohol is manufactured in order to make personal and public policy decisions about alcohol.	115	Students trace the passage of alcohol through a diagram of the body.
		129	Students play a card game that requires them to organize the products and processes involved in making alcoholic beverages.
		130	Students visit an alcohol process plant.
		133	Teacher lectures on manufacture of alcohol.
		134	Teacher lectures on various uses of alcohol.

SUBJECT AREA CROSS REFERENCE

<u>Subject Area</u>	<u>Objective</u>	<u>Activity #</u>	<u>Core Activity Description</u>
Science (cont'd)		135	Students perform experiments to determine the properties of alcohol and discuss the utility of these properties.

Social Studies Virtually all concerns, objectives and Activities are appropriate to Social Studies courses.

b. DETAILED ACTIVITY INDEX

This index designates the numbers of those Activities which deal with specific topics.

- | | |
|---|---|
| abstinence, 49, 66, 86, 177, 181
183, 185, 186, 238 | methyl alcohol, 104, 109, 117, 184 |
| advertising, 64, 65, 66, 132, 136,
138 | minors, 156, 157, 161, 217 |
| bars, 133, 135, 223, 225 | package stores, 74, 85, 133, 136,
223, 225 |
| blood alcohol level, 11, 13, 17, 30,
31, 32, 37, 38, 39, 108 | pedestrians, 9 |
| breathalyzer test, 11, 13, 17, 30,
31, 32, 37, 38, 39 | Prohibition, 197, 202, 206, 207 |
| brewing, 144, 145, 148 | proof, 144, 146 |
| cooking, 71 | religion, 82, 134, 199, 201, 204,
205 |
| crime, 220, 221, 222, 224, 226 | sex, 105, 121 |
| delirium tremens, 236, 241, 242, 243 | skid row, 59, 60, 158 |
| denatured alcohol, 104, 109, 117, 184 | social drinking, 46, 58, 75, 195
230 |
| distillation, 144, 145, 148 | social effects, 159, 160, 163, 164
195, 194, 196, 197, 244 |
| drunkenness, 47, 52, 59, 120, 127, 212 | taxation, 135, 223, 225 |
| ethnic issues, 198, 199, 204, 205 | |
| fermentation, 144, 145, 148 | |
| household accidents, 9, 13, 15 | |
| implied consent law, 11, 17, 30,
31, 32, 37, 38, 39 | |
| industrial accidents, 7, 8, 259 | |
| local option, 214, 219, 223, 225 | |
| mass media, 48, 50, 73, 79, 101, 137,
138, 176 | |
| maturity, 41, 51 | |

2. BIBLIOGRAPHY

2. Annotated Bibliography

(a) Curriculum Materials and Activity Sources

1. Abt Associates Inc., Cambridge, Mass.
2. Waltham National Alcohol Curriculum Development Workshop, Waltham High School, Waltham, Mass., July 1971. This was a two-week workshop during which teachers, students, administrators, parents and a community representative developed alcohol and alcohol safety curriculum materials.
3. Lena DiCicco, Cambridge, Mass.
4. Dr. Fred Stokely, Marblehead, Mass.
5. Jerome W. Witherill, Madison, Wisconsin.
6. Doris J. McCarthy, Arlington, Mass.
7. Weinstein, Gerald and Fantini, Mario D., Toward a Humanistic Education (Praeger: New York, 1970). A detailed description of a teaching model based on student concerns and designed to foster a humanistic approach to education.
8. Mager, Robert F., Preparing Instructional Objectives (Pearson: Palo Alto, California, 1962). Paperback. A programmed book which explains why and how to state instructional objectives in terms of students' terminal behavior.
9. Todd, Frances, Teaching about Alcohol (McGraw-Hill: New York, 1964). pp. 7-45, 140-213. Paperback. One of the standard books in the field, it includes a rationale for alcohol education, content literature and a sampling of teaching methods and activities.
10. Byler, R. V., Lewis, G. M. and Totman, R. J., Teach Us What We Want to Know (Mental Health Materials Center: New York, 1969). Paperback. A report of a survey on the health interests, concerns and problems of 5,000 students in selected schools from K-12.
11. Sands, Edward S., "Alcohol Education," reprinted by the Licensed Beverage Industries, Inc.: New York, n.d. . Article stresses need for alcohol education, and focuses on relevancy to students and teacher training.
12. Dimas, George C., "Alcohol Education in Schools: A Functional Approach to Straight Thinking about Alcohol and Drinking," in Alcohol and Drug Section #5 (Oregon State Board of Control, Mental Health Division: Portland, Oregon, 1967)

13. Russell, Robert D., "What Shall We Teach the Young About Drinking?" in Popular Pamphlets on Alcohol Problems #5 (Rutgers Center of Alcohol Studies: New Brinswick, New Jersey, 1970). Pamphlet on the why, what, when and how of alcohol education.
14. Unterberger, Hilma and DiCicco, Lena M., "Alcohol Education Re-Evaluated" in the Bulletin of the National Association of Secondary School Principals (Vol. 59, No. B 26, 1968). Reprinted by the U.S. Department of Health, Education and Welfare, National Institute of Mental Health. Article discusses teaching about alcohol in terms of a re-education experience for students; included is a means for evaluating one's own attitudes toward alcohol.
15. Larsen, Levi N., "Teaching about Alcohol--What are the Objectives?" (North Dakota Commission on Alcoholism: Bismarck, North Dakota, n.d.). Paper limning the objectives of alcohol education.
16. DiCicco, Lena M. and Unterberger, Hilma, "Communication in Alcohol Education between School and Community," Text of speech concerning present state of alcohol education, its faults, and the difficulties getting progressive programs accepted.

(b) Selected Curriculum Manuals

The following are state and local curriculum manuals which deal completely or partially with alcohol education on the junior high level.

17. Health Education Curriculum Guide, Commonwealth of Massachusetts, Department of Education, Division of Curriculum and Instruction, Bureau of Elementary and Secondary Education, 1971.
18. Tobacco, Drug and Alcohol Unit, Great Falls Public Schools, Great Falls, Montana. Reprinted by National Clearinghouse for Drug Abuse Information: Selected Drug Education Curricula.
19. Drugs and Hazardous Substances, San Francisco Unified School District 1969. Reprinted by National Clearinghouse for Drug Abuse Information: Selected Drug Education Curricula.
20. Health Curriculum Materials: Strand II Sociological Health Problems, The University of the State of New York, the State Education Department Curriculum Development Center, Albany, 1967.
21. Health Education Booklet on Alcohol, Division of Alcoholism, Indiana Department of Mental Health, 1968.
22. Topic Outline for Classroom Teachers About Alcohol and Alcoholism, New Mexico Commission on Alcoholism, 1970.
23. Conceptual Guidelines for School Health Programs in Pennsylvania: Alcohol, Department of Education.
24. Drug Abuse Education, Board of Education, Dallas Independent School District, 1970.

25. Junior High School Health Guide: Unit VI, Alcohol and Tobacco, Utah State Department of Public Instruction, 1965.
26. Supplementary Units to Instructional Guide: Health Grade 7, Superintendent of Schools, Department of Education, San Diego County, 1967.
27. Alcohol Guide, Department of Public Instruction, South Dakota State Board of Education.
28. Introduction and Basic Area IX: Use and Abuse of Tobacco, Alcohol Drugs, excerpts from Secondary School Health Education Curriculum Guide, Texas Education Agency, Texas Commission on Alcoholism, 1970.
29. Alcohol Education in the Schools, Washington State Department of Health, 1966.
30. Teaching Guide on Alcohol, Iowa State Commission on Alcoholism, Iowa State Department of Health, 1967.
31. Physical and Health Education: Intermediate Division, Ontario Department of Education, 1966.
32. Alcohol Education: A Guide for Teachers, Grades 9 - 12, Program on Alcoholism, New Hampshire Division of Public Health, 1968.
33. Teaching About Alcohol: A Suggested Guide for Teachers, Falmouth Public Schools, Alcohol Education Program, 1967.
34. Two Week Unit on Beverage Alcohol For Use in Junior High School, Seminar on Alcohol Problems, Central Washington State College, 1970.
35. Alcohol Education in Alaska Schools, Alaska Department of Education, Dr. C. R. Hartman, Commissioner, 1967.
36. A Curriculum Guide on Alcohol Education for Teachers, Michigan Department of Education, 1970.
37. Alcohol Education in Oregon Schools: A Topic Outline and Resource Unit for Teachers, Alcohol and Drug Section, Mental Health Division, 1968.
38. Teaching About Alcohol in Connecticut Schools: A Guide for Teachers and Administrators, Connecticut Department of Education and Department of Mental Health, 1966.
39. Alcohol Education: Topic Outline and Resource Units, Grades 7 - 12, Nevada Department of Education, 1964.
40. Suggested Resource Unit Outlines in Alcohol Education (7 - 12), Department of Sociology and Anthropology, Mississippi State University and Division of Alcohol and Narcotics Education, Mississippi State Department of Education.

41. Second Draft of School Alcohol Education: K-12 Curriculum Guide, Alcohol Safety Action Program, University of Wisconsin, 1971.

(c) Content Literature on Alcohol for Teachers

(See also the "Suggested Further Reading" following each section of the Content Literature.)

i. General Information

42. McCarthy, Raymond B. (ed.), Alcohol Education for Classroom and Community: A Source Book for Educators (McGraw-Hill: New York, 1964) One of the standard books in the field, it is a compilation of papers on the role of the school, alcohol's effects, U.S. drinking patterns, social problems, alcoholism and the alcoholic beverage industry.
43. Todd, Frances, Teaching about Alcohol (McGraw-Hill: New York, 1964), pp. 46-140. Paperback. Included are sections on alcohol's physical and behavioral effects, the economics of the alcohol industry and problem drinking.
44. Chafetz, Morris E., Liquor: The Servant of Man (Little, Brown and Co.: Boston, 1965). Focuses on the positive uses of alcohol and discusses issues such as teenage drinking, alcohol and sex, drinking and driving, physical and behavioral effects and the role of alcohol in history.
45. Man's Experience with Alcohol: A Curriculum Guide and Resources Manual Bureau of Alcoholic Rehabilitation, Division of Mental Health, Department of Health and Rehabilitative Services, Florida, 1970, pp. 25-163. A state manual which includes comprehensive content section.
46. Notes on Alcohol Education for Teachers, Bulletin 37, Michigan Department of Education and Department of Public Health, 1970. Contains sections on history of alcohol, effects, drinking and driving and alcoholism.
47. The Problem: Alcohol-Narcotics: Teachers's Handbook (TANE Press: Texas, 1970). Covers all content topics in question and answer form.

ii. Drinking and Traffic Safety

48. 1968 Alcohol and Highway Safety Report (U.S. Government Printing Office: Washington, D.C., 1968). Report by the Department of Transportation which is basis for much current alcohol safety legislation.
49. Halverson, Guy, Stop the Drunk Driver (The Christian Science Publishing Society: Boston, 1970). Pamphlet consisting of Christian Science Monitor articles on drinking and driving, including legal, punitive and social aspects.
50. Anderson, D. L. and Lhotka, D. C., "On the Level: What You Should Know About Alcohol and Accidents" in Traffic Safety Monograph #1 (The National Safety Council: Chicago, 1969). Article on relationship between alcohol abuse and traffic and other accidents.

51. Voas, R. B. and Tabor, Len, "The Relationship of Alcohol Abuse to Highway Safety," U.S. Department of Transportation, National Highway Traffic Safety Administration, Washington, D.C. Text of a presentation to the Women's Conference of the National Safety Congress in Oct., 1970, that accompanied slides on drinking and driving.
52. Hegarty, James J., "A Challenge for Law Enforcement" in Analogy #10 Allstate Insurance Company: Northbrook, Illinois, 1971. Entire issue of magazine is devoted to problem of drunk driving, particularly the legal aspects.

iii. Alcohol and Teenagers

53. Bacon, Margaret and Jones, Mary Brush, Teen-Age Drinking (Thomas Y. Crowell: New York, 1968). In-depth report on teenage drinking; includes sections on ethnic and American adult drinking patterns, alcohol's effects and pathological drinking as well.
54. Maddox, George L. and McCall, Bevode C., Drinking among Teenagers; A Sociological Interpretation of Alcohol Use by High School Students (Rutgers Center of Alcohol Studies: New Brunswick, New Jersey, 1964). Describes teenage drinking behavior as determined from a major study conducted by the authors.

iv. Problem Drinking and Alcoholism

55. Alcohol and Health: First Special Report to the U.S. Congress, Dec. 1971 (Superintendent of Documents, U.S. Government Printing Office) Report by the National Institute on Alcohol Abuse and Alcoholism focusing on alcohol abuse and alcoholism, with general overview of alcohol's history, use and physical effects.
56. Cross, Jay N., Guide to the Community Control of Alcoholism (American Public Health Association: New York, 1968). Three-part book which covers use of alcohol (history, effects, social functions and community problems), alcoholism (nature and extent of problem and current community problems), and program development (agency roles, approaches and program elements).
57. Alcohol and Alcoholism, the National Institute of Mental Health, National Center for Prevention and Control of Alcoholism, Rockville Maryland. Booklet deals with several aspects of alcoholism, including nature and scope of the problem, causes, signs, treatments, prevention and current research.
58. Whitney, Elizabeth D., The Lonely Sickness (Beacon Press, Boston, 1965). Book about alcoholism with a major portion devoted to case studies.

v. Comparative Studies

59. McCarthy, Raymond G. (ed.), Drinking and Intoxication: Selected Readings in Social Attitudes and Controls (Rutgers Center of Alcohol Studies: New Brunswick, New Jersey, 1959). Paperback. Collection of readings on alcohol practices and restraints over such practices in different historical and contemporary societies.
60. Pittman, David J. and Snyder, Charles R. (eds.), Society, Culture and Drinking Patterns (Southern Illinois Press: Carbondale, Illinois, 1962). Paperback. Selected readings on drinking patterns and restrictions on them in various societies.

(d) Classroom Materials

i. Literature: Nonfiction

General

61. McCarthy, Raymond G., Exploring Alcohol Questions (Rutgers Center of Alcohol Studies: New Brunswick, New Jersey, 1970). Group of six four-page leaflets which briefly discuss all areas of alcohol study. For mature readers.
62. Spalding, Willard B. and Montague, John R. MD, Alcohol and Human Affairs (World Book Co.: 1949). Book which describes the manufacture of alcohol, its effects and related social problems. Alcoholism and its treatment are also discussed. (248 pages)
63. Thinking about Drinking Children's Bureau and National Institute of Mental Health: (Superintendent of Documents, U.S. Government Printing Office: Washington, D.C., 1968). Booklet dealing with teenage drinking behavior. Also presents some facts in the form of a quiz and answers. For mature readers. (31 pages)
64. The Creative Learning Group, Alcohol (Media Engineering Corp.: 1970). Programmed unit on general facts, plus dialogue from an interview with a 15-year-old boy. For mature readers. (27 pages)
65. Lind, Loren and Krabill, Dr. Willard, Alcohol and Your Life (Mennonite Publishing House: Scottsdale, Pennsylvania, 1963). Pamphlet presenting basic facts about alcohol and alcoholism, illustrated throughout by case studies. Includes many Biblical references. (30 pages)

Physical Effects

66. Alabama Polytechnic Institute, Of Cats and People (Education Interpretation Service: 1951). Illustrated booklet on three experiments on cats which describe some of the physical effects of alcohol. (10 pages)

Safety

67. Highway Users Federation for Safety and Mobility, 70 Proof (Auto Dealers Traffic Safety Council: Washington, D.C., 1970). Series of questions and answers about alcohol with emphasis on traffic safety. (8 pages)

Alcoholism

68. Whitney, Elizabeth, The Lonely Sickness (Beacon Press: Boston, 1965). Book about alcoholism which includes 80 pages of easy reading devoted to four case studies. The rest of the discussion, however, is suitable only to upper level high school. (180 pages)
69. Jack in the Box -- His Escape from Alcoholism (Alcoholism Program, Ohio Department of Health: Columbus, Ohio, 1962). Booklet with illustrations describing the progression of the disease. (11 pages)
70. Channing L. Bete Co., Inc., What Everyone Should Know about Alcoholism (Channing L. Bete Co., Inc.: Greenfield, Mass., 1966). Booklet on alcoholism presented in simplified format with cartoon illustrations. For mature readers. (15 pages)
71. Alcoholics Anonymous World Services, Inc., Young People and AA (Alcoholics Anonymous World Services, Inc.: New York, New York, 1969). Ten short autobiographies of young alcoholics plus a discussion of some myths. (38 pages)
72. Gowers, Edwin C., For Troubled Teens with Problem Parents (Bureau of Alcoholic Rehabilitation: State of Florida, 1971). Booklet describing the relations of teenagers to parents with drinking problems. Presents sample cases. (23 pages)

Manufacture

73. Licensed Beverage Industries, A Glossary of Terms from the ABC's of Alcoholic Beverages (Licensed Beverage Industries). Booklet with terms mostly referring to the manufacturing process and the end products. (16 pages)
74. Wine Institute, Grapes and Wines: Their Varieties and Qualities (Wine Institute: San Francisco, California). Factual account of the products and processes of manufacture put into historical perspective. (10 pages)

History

75. Severn, Bill, End of the Roaring Twenties: Prohibition and Repeal (Julian Messner: New York, 1969). Colorful history of the rise and fall of Prohibition. (190 pages)

ii. Literature: Fiction

These are novels, plays and short stories involving alcohol. They provide an excellent approach to studying about alcohol. For further explanation of this approach, see pages 120-121. For further information about the contents of each reading, consult Activities built around them, such as Activity #12, #107, and #219. Activity #72 and #76 deal with the Bible and mythology.) The books listed below are available in paperback, except as indicated otherwise.

"Reading" levels have been determined on the basis of interest level and reading level. Levels can be very easy, easy, average, mature or very mature. Average reading level is appropriate for the average 8th grade student.

76. Albee, Edward, A Delicate Balance (Pocket Books). Play about family life in which one member is an alcoholic. Vivid account. Very mature reading. (175 pages)
77. Cushman, Dan, Stay Away Joe (Bantam). Novel about an Indian who comes home from fighting in the Korean War to his traditional family and the drinking, social and economic conflicts that ensue. Stereotypes Indians. Average reading. (156 pages)
78. Daly, Maureen, The Seventeenth Summer (Pocket Books). Story of a 17-year-old girl's first love and first drinking experience. Easy reading.
79. Dennis, Patrick, Auntie Mame (Popular Library). Novel about the escapades of a zany aunt who brings up her young nephew who narrates the story. Her secretary gets drunk. Mature reading. (pp. 84-114)
80. Farrell, James T., Studs Lonigan (Signet). Life of a tough Irish youth crushed by social forces beyond his control during the 1920's. He drinks frequently and excessively. Very mature reading. (pp. 284-293; 445-459)
81. Greene, Graham, The Power and the Glory (Compass). Novel about an alcoholic priest being hunted down in an anti-clerical Latin American country. Mature reading. (pp. 139-155)
82. Hamner, Earl Jr., You Can't Get there From Here (Random House). Novel about a boy who spends a day in New York City trying to find his alcoholic father. Gives good picture of various effects of alcoholism. Hard bound only. Average reading. (235 pages)
83. Hemingway, Ernest, To Have and To Have Not (Scribner). Series of related incidents in life of a small boat captain who runs rum during Prohibition and encounters one alcoholic shipmate and one youth on a binge. Author drank heavily. Average reading. (pp. 30-64, 67-87).

84. Hinton, S. E., The Outsiders (Dell). Novel by a teenage girl about two warring groups of kids. PP. 49-51 describes scene in which one group is drunk and starts a fight with the other group. Easy reading.
85. Huffaker, Clair, Flap (Popular Library), originally called Nobody Loves a Drunken Indian. Novel about a group of Indians who get drunk and commandeer a bulldozer to prevent takeover of some of their land. Mature reading. (222 pages.) (See Activity #219)
86. Jackson, Charles, The Lost Weekend (Noonday, now out of print). Autobiographical novel about a weekend in the life of an alcoholic. Brilliant book. Mature reading. (244 pages)
87. Mailer, Norman, The Naked and The Dead (Signet). Novel, somewhat autobiographical, about a Marine unit fighting in the Pacific during the Second World War. Some drinking during the first part of the book. Mature reading. (pp. 155-162).
88. Miller, Warren, The Cool World (Crest). Novel about a gang of ghetto blacks in New York City and their lives, ending in a gang fight. They drink to get courage to fight. Easy reading, but uses ghetto dialect. (pp. 148-155)
89. O'Hara, John, Appointment in Samarra (Bantam). Novel about a small town car salesman who causes a scandal by his drunken behavior at a party. He drinks heavily at end of novel and commits suicide. Mature reading. (pp. 213-233).
90. Saint-Exupery, Antoine de, The Little Prince (Harbrace). Allegorical story of the narrator's experiences when his plane breaks down in the Sahara; he meets a 'little prince' from another planet who regales him with tales, one of which includes an encounter with an alcoholic. Average reading. (pp. 42-43)
91. Salinger, J. D., The Catcher in the Rye (Bantam). Story of a teenager who runs away from prep school. He gets drunk in a bar later on. Easy reading. (pp. 141-157)
92. Salinger, J. D., Raise High the Roof Beam, Carpenters (Bantam). Continuation in the life of the same family. Protagonist gets very drunk while entertaining guests. Easy reading. (pp. 76-92).
93. Sherbourne, Zoa, Jennifer (Morrow). Story about a girl whose mother is an alcoholic and how she learns to cope with the situation. Easy reading. Hardbound only.
94. Steinbeck, John, Cannery Row (Bantam). Novel about a devil-may-care group of derelicts and prostitutes who live it up when they can. Very mature reading. (pp. 71-79 and passim)

95. Steinbeck, John, Tortilla Flat (Bantam). Similar to Cannery Row. Very mature reading. (pp. 31-36)
96. Summers, James L., The Long Ride Home (Westminster). Story which shows the effects of an alcoholic father on his high school son and daughter. Hardbound only. Easy reading.
97. Twain, Mark, Adventures of Huckleberry Finn (Bantam). Story of a young boy's adventures on the Mississippi on a raft in the 1880's. Average reading. (pp. 13, 19-34)
98. Williams, Tennessee, Cat On A Hot Tin Roof (Signet). Play about a Southern family's squabbles over money. One son is an alcoholic. Mature reading. (158 pages)
99. Williams, Tennessee, A Streetcar Named Desire (Signet). Play about a married couple. The wife's sister, who is a floozy, comes to live with them and upsets the marriage. The husband drinks heavily. Mature reading. (pp. 45-61)
100. Woody, Regina J., One Day at a Time (Westminster). Story of a 13-year-old girl whose mother is an alcoholic. Hardbound only. Easy reading.

iii. Audiovisual Materials

The Information Resources Center for Mental Health and Family Education viewed and evaluated 150 films for alcohol education. The following list is a condensed selection made by Abt Associates. Aside from the source suggested after each film, inquiries can be made at university audiovisual departments, state education departments, state divisions of alcoholism, or Encyclopedia Britannica Films, 1822 Pickwick Road, Glenview, Illinois (312) 729-6710.

Attitudes and Reasons

101. Alcohol and You, 26 minutes, color
This examines the reasons Americans drink and why some become alcoholics.
BFA Educational Media
2211 Michigan Avenue
Santa Monica, California 90404
102. Eye of the Beholder, 20 minutes, black and white
Movie describes brief period of man's life as viewed and misinterpreted by five different people. A break is included to enable audience to write their views of the protagonist's action.
Encyclopedia Britannica Films
1822 Pickwick Road
Glenview, Illinois
103. What Time is it Now?, 16 minutes, color
This film studies teenage maturity, reasons for drinking and adult hypocrisy.
Gargano Associates, Inc.
15009 West Warren
Dearborn, Michigan

Comparative Studies

104. Alcohol: The Social Drug/The Social Problem, two-parts, 35 minutes, color
Part one describes the social drug; how we use alcohol in a socially acceptable way; there are scenes in bars and accounts by bartenders of different types of drinkers. Part two describes the social problems of alcohol use throughout history and in the United States, including alcoholism.
Guidance Associates Inc.
Pleasantville, New York 10570
105. The Curious Habits of Man, 14 minutes, color
A boy watching a television program on animal life observes the striking similarities between the behavior of the guests at a cocktail party given by his parents and the animals he is watching.
A-V Explorations Inc.
505 Delaware Avenue
Buffalo, New York 14202
106. Bitter Wind, 30 minutes, color
Well-presented story about an Indian boy whose father becomes a problem drinker. Although the end solution (religion) is overly simplified, the story can be used as a springboard for further discussion and study of Indian drinking problems.
Department of Audio-Visual Communication
Brigham Young University
Provo, Utah 84601

Physical and Behavioral Effects

107. A New Look at the Old Sauce, 17 minutes, color
Animated filmstrip which presents the history, effects, and uses of alcohol and alcoholism.
Texas Commission on Alcoholism
809 Sam Houston State Office Building
Austin, Texas 78701
108. Alcohol Education: What We Should Know About Alcohol, 66 slides, color
Two sections of slides dealing with physical and behavioral effects. Accompanying idea book allows teachers to pick appropriate slides and ideas for presentation to class, depending on topic and class interest.
Cleveland Health Museum
8911 Euclid Avenue
Cleveland, Ohio 44106

Problem Drinking

109. What's It Going to Get You, Peppe?, 9 minutes, black and white
Ghetto youth is jilted by his girlfriend and he turns to drink.
Youth Film Distribution Center
4 West 16th Street
New York, New York 10011

110. To Your Health, 10 minutes, color
This film provides information on the nature of alcohol and the alcoholic, underscoring the disease concept. Uses animated images to explain the action of alcohol in the body.
Center for Mass Communications
562 West 113th Street
New York, New York 10025
111. Spirits Underground, 6 minutes, color
This animated film shows a shabby subway rider's fantasies and feelings as he downs a bottle of wine.
Youth Film Distribution Center
4 West 16th Street
New York, New York 10011
112. Problem Drinking: A Call To Action, 25 minutes, color
This film describes a typical day in one community's fight against alcoholism through education and rehabilitation.
Association Instructional Materials
866 Third Avenue
New York, New York 10022
113. The Best Damn Fiddler from Calabogie to Kaladar, 49 minutes, black and white
Story of a mill worker whose drinking problem compounds his troubles.
National Film Board of Canada
680 Fifth Avenue
New York, New York 10019

(e) General Resources

(for use by teachers and students)

The following is a list of agencies which provide a wide variety of alcohol information, most in pamphlet form, for little or no charge. Materials are available for both teachers and students. Most of the agencies publish catalogues of their materials.

Publications Division
Rutgers Center of Alcohol Studies
New Brunswick, New Jersey 08903

Popular, technical and non-technical books, pamphlets and reprints on all aspects of alcohol problems.

Licensed Beverage Industries, Inc.
155 East 44th Street
New York, New York 10017

Free articles on alcohol education, and many pamphlets on various alcohol topics (e.g., safety, cooking, moonshining)

- Allstate Insurance Company
Allstate Plaza
Northbrook, Illinois 60062

Several drinking-driving publications.

- National Council on Alcoholism
2 Park Avenue
New York, New York 10016

Various pamphlets and books on alcoholism.

- Christopher D. Smithers Foundation, Inc.
41 East 57th Street
New York, New York 10022

30-page booklets on alcoholism, several on industrial programs.

- A.A. World Services, Inc.
P.O. Box 459
Grand Central Station
New York, New York 10017

Numerous pamphlets on Alcoholics Anonymous and alcoholism.

- Al-Anon Family Group Headquarters, Inc.
P.O. Box 182
Madison Square Garden
New York, New York 10010

Pamphlets on Al-Anon and Alateen.

- Kemper Insurance Company
4750 Sheridan Road
Chicago, Illinois

Several drinking-driving pamphlets;

Other sources include:

- National Institute on Alcohol Abuse and Alcoholism, a division of the National Institute of Mental Health
- State Divisions of Alcoholism
- State Departments of Education
- State Departments of Mental Health
- State Safety Councils

3. INDEX

INDEX

- Absorption, 131, 166-167
- Abstention, iv, vii, 82-83
- Accidents, non-traffic, concerns and objectives, vii, 47, 74
 - home, 250
 - list of Activities that deal with, 27, 264
 - pedestrian, 251
 - recreation, 250
- Activities, listing of, 17-39, 65-71, 261-269
 - selection and ordering of, 45-46, 57-59
- Advertising, concerns and objectives, vii, 48, 74
 - laws, 167-168
 - list of Activities that deal with, 24-25
 - techniques, 166-167
- Al-Anon, 131, 234
- Alateen, 131, 234
- Alcohol industry, advertising and competition, 156-159
 - concerns and objectives, 49, 75
 - distribution, 156
 - Licensed Beverage Industry, 159-162
 - list of Activities that deal with, 37-38
 - manufacture, 153-155
 - distilled beverages, 154-155
 - nondistilled beverages, 153-154
 - production, 155-156
 - uses of alcohol, 152
- Alcoholics Anonymous (AA), 131, 233-234
- Alcoholism, (see Problem drinking)
- American culture, contemporary, drinking statistics about, 191-193
 - age and sex, 192
 - education, 192
 - income, 193
 - occupation, 193
 - religion, 194
- reasons for abstaining, 190
- reasons for drinking, 173-174, 190, 200-207
- student concerns about, 75
- teenage drinking patterns, 197-200
- American history, colonial times, 142-143
- Prohibition, 144-150
 - student concerns about, 75
 - temperance movement, 143-144
- Antabuse, 131
- Art, as teaching method, 87-89
- Audiovisual, as teaching method, 98-92
- Beer, 154
- Behavioral effects, anesthetic effects, 172
 - concerns and objectives, 47, 74
 - degrees of impairment, 175-177
 - influences, 177-178
 - inhibitions, 173-174
 - list of Activities that deal with, 18-22, 263, 265, 268
 - muscular control, 175
 - tolerance, 178-179
- Blood alcohol concentration (level), 131, 172-173, 175-177, 239-243
- Brain, effects of alcohol on, 135, 172-173
- Brewing, 131
- Causes of alcoholism, physiological theories, 217-219
 - psychological theories, 219-223
 - psychoanalytic theory, 219-222
 - learning theory, 222-223
 - sociological theories, 223-224
 - student concerns about, 75
- Chinese drinking patterns, 187-188
- Cirrhosis, 131, 168, 226
- Class discussion, as teaching method, 98-100
- Collage, as teaching method, 87-88
- Community workshop, iv-v
- Comparative studies, consumption rates, 194
 - drinking-driving laws, 247
 - ethnic patterns, 180-188
 - Chinese, 187-188
 - Irish, 182-185
 - Italian, 186-187
 - Jewish, 181-182
 - student concerns about, 75
- Concerns, definition, 8
 - how to determine, 9, 17-18, 41-44, 51-55
 - listing of, 17-39, 47-49, 74-75
- Concern-Centered Approach, 7-10

- Curriculum development example, 51
 - determining concerns, 51-55
 - selecting activities, 57-61
 - selecting objectives, 55-57
- Curriculum development process, 41-49
 - determining concerns, 41-44
 - selecting activities, 45-46
 - selecting objectives, 44-45
- Curriculum Index, 14
 - alcohol industry, 37-39
 - attitudes, 35-37
 - concern discovery, 17-18
 - interpersonal situations, 29-34
 - introduction, 14-16
 - physical and behavioral effects, 18-22
 - reasons, 22-25
 - safety, 26-29
- Curriculum outline, traffic safety, 63-71
- Debates, as teaching method, 92-94
- Delirium Tremens (DT's), 131, 227
- Denatured alcohol, (see Methyl alcohol)
- Discussions, as teaching method, 94-100
 - class, 98-100
 - small group, 94-98
- Distilled beverages, 154-155
- Drama, as teaching method, 100-108
 - classroom games, 104-108
 - role playing, 100-104
- Driving, (see Traffic safety)
- Effects, (see Physical effects, Behavioral effects, Problem drinking, Social effects)
- Egypt, ancient, 140
- Fermentation, 132, 153
- Field trips, as teaching method, 108-110
- Films, as teaching method, 90
- Filmstrips, as teaching method, 90
- Food value of alcohol, 135, 167-168
- France, ancient drinking patterns, 141
 - current consumption rates, 194
- Games, as teaching method, 104-108
- Glossary, 131-133
- Grade levels, iv, 15
- Implied Consent laws, 2 240
- Independent study, as teaching method, 111-113
- Influencing institutions, 209-210
- Influences, on alcohol's effects, 166-167, 177-178
- Inhibitions, 173-174
- Interpersonal issues, general,
 - concerns and objectives, 47-48, 74
 - list of Activities that deal with, 28, 32-34, 264, 265
 - how to handle, 207-209
 - parents, concerns and objectives, 48, 74
 - list of Activities that deal with, 28, 31-32, 266
 - peer, concerns and objectives, 48, 75
 - list of Activities that deal with, 29-30, 266
- Interviews, as teaching method, 113-115
- Intoxication, 136, 135, 176, 255-256, 239
- Irish drinking patterns, 182-185, 194
- Italian drinking patterns, 186-187, 194
- Jewish drinking patterns, 181-182, 194
- Laws (non-traffic), on advertising, 157-158
 - licensing, sale and purchase, 253-254
 - list of Activities that deal with, 38
 - moonshining, 255
 - objectives, 49, 75
 - police actions, 256-257
 - public intoxication, 255-256
 - taxes, 254-255
- Lecture, as teaching method, 115-116
- Liver, damage to, 168, 226
- Local option, 132, 253-254
- Manufacture, 153-155
- Maturity, 204-205
- Methyl alcohol, vii, 152
- Mobiles, as teaching method, 88-89
- Moonshining, 255
- Muscles, effect on, 175
- Myths, 134-137

- Nader, Ralph, 248
- Objectives, how to determine,
44-45, 55-56
listing of, vii-viii, 47-49
- Oxidation, 132, 167
- Parental behavior, concerns and
objectives, 48, 74
effects on teen drinking, 198
list of Activities that deal
with, 28, 31-32, 266
- Peer Pressure, concerns and objec-
tives, 48, 75
effect on drinking, 200-204
list of Activities that deal
with, 29-30, 266
- Physical effects, absorption, 166-167
concerns and objectives, 47, 74
effects on organs, 168-167,
241-243
list of Activities that deal
with, 18-22, 263, 265
oxidation, 167
- Police actions, 256-257
- Polls, as teaching method, 116-120
- Problem drinking, attitudes,
135-136, 214
concerns and objectives, 49, 75
list of Activities that deal
with, 36
causes, (see Causes of alco-
holism)
definition of, 7, 131, 132, 213
physical and behavioral effects,
related diseases, 226-227
stages of alcoholism, 224-226
student concerns about, 75
relation to traffic accidents,
244-245
social effects, (see Social
effects of alcoholism)
statistics, 7, 226-227
students with problem drinker
in family, 83
treatment, (see Treatment of
alcoholism)
- Prohibition, 132, 144-150
- Proof, 133
- Reading, as teaching method, 120-121
- Reasons, concerns and objectives,
48, 74
for abstaining, 190
for drinking, 173-174, 190
for teen drinking, 204-210
list of Activities that deal
with, 22-25
- Research, as teaching method, 121-124
- Responsible decision-making,
vi-vii, 8
- Role playing, as teaching method,
100-104
- Rum-slate trade, 147
- Safety, (see Traffic safety, Accidents)
- School administration problems, 78-79
- Science, as teaching method, 124-125
- Sex, 74, 139
- Skid row, 139, 219
- Small group discussions, as teaching
method, 94-98
- Sobering up, 138
- Social effects of alcoholism,
crime, 234-235
family, 231-232
industry, 232-234
student concerns about, 80
welfare, 232
- Student problems, 82-83
advice seekers, 82-83
discipline, 83
noise, 83
- Student resources, 42-43, 52-54
- Subject areas, vi, 261-269
- Tape recordings, as teaching
method, 90
- Taxes, 254-255
- Teaching issues, 79-84
class atmosphere, 80-81
drinking experience, 83-84
objectivity, 81-82
required capabilities, 79-80
students from abstinent or
problem drinker families,
82-83
training, 84
- Teaching methods, 86-128
art, 87-89
audiovisual, 89-91
debates, 92-94
discussions, 94-100
all class, 98-100
small group, 94-98

- drama, 100-108
 - games, 104-108
 - role plays, 100-104
- field trips, 108-110
- independent study, 111-113
- interviews, 113-115
- lectures, 115-116
- polls, 116-120
- reading, 120-121
- research, 121-124
- science, 124-125
- teaching peers, 125-127
- writing, 127-128
- Teaching peers, as teaching method, 125-127
- Teenage drinking, patterns, 197-200
 - reasons for drinking, 200-205
 - current drinking, 202-203
 - drinking with friends, 203-204
 - first drink, 202
 - social reasons, 200-202
 - symbol of adulthood, 204-205
- Tolerance, 133, 178-179
- Traffic safety, curriculum outline, 62-71
 - effects of alcohol on, 242-243
 - objectives, vii, 47, 74
 - list of Activities that deal with, 26-27
 - laws, 239-240, 245-247
 - concerns, 74
 - pedestrians, 251
 - responsibility for, 245-248
 - concerns, 74
 - statistics, 7, 240-242
- Treatment of alcoholism, 231-238
 - facilities, 234-238
 - general hospitals, 235
 - halfway houses, 237-238
 - mental hospitals, 235-236
 - outpatient clinics, 234
 - specialized hospitals, 236
 - methods, 231-234
 - Alateen, 234
 - Al-Anon, 234
 - Alcoholics Anonymous, 233-234
 - drug therapy, 232-233
 - preliminary medical treatment, 231-232
 - psychotherapy, 233
- Uniform Vehicle Act, 239
- Uses of alcohol, 152
- Volstead Act, 145
- Whiskey, 154
- Whiskey Rebellion, 143
- Wine, 153
- Women's Christian Temperance Union, 144
- World history, ancient Egypt, 140
 - ancient France, 141
 - ancient Persia, 141
 - ancient Rome, 140-141
 - Middle Ages, 141-142
 - primitive cultures, 139-140
 - student concerns about, 75
- Writing, as teaching method, 127-128